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ABSTRACT

The purpose of this handbook is to delimit the scope of distributive education in Tennessee and to provide guidelines for vocational program development in distributive education. Intended as a guide for the local distributive education teacher-coordinator, this handbook will also prove useful for administrators, guidance counselors, and businessmen. Responsibilities and qualifications for the teacher-coordinator are specified. The roles of the steering and advisory committees in program planning are delineated. The uses of community surveys, student interest surveys, and followup surveys in distributive education programs are discussed. Facility requirements for individualized and group instruction in a distributive education laboratory are given. General and specific program planning and coordination activities are detailed, taking into account adult education, continuing education, cooperative education, and project training methods. Sample program forms, followup and evaluation techniques, and a glossary are included. A description of the Distributive Education Clubs of America is provided. (AG)

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TENNESSEE DISTRIBUTIVE EDUCATION TEACHER-COORDINATORS' HANDBOOK

VT019643

Department of Distributive Education
College of Education
The University of Tennessee
Knoxville, Tennessee 37916

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PREFACE

The purpose of this handbook is to identify distributive education and to offer some guidelines in organizing and implementing the total distributive education program. It is designed to assist the local distributive education teacher-coordinator in being more effective and more efficient. The handbook will also serve those school administrators, guidance counselors, and businessmen interested in the objectives, organizational and operational structure of the program.

The material was developed by graduate students (mostly teacher-coordinators in the field) in the Department of Distributive Education, The University of Tennessee, Knoxville. These persons are commended for their long hours of diligent work. Mrs. Brenda Richardson and Miss Janet Poe should receive special recognition for their assistance in rewriting portions of the material. Appreciation is extended to the Tennessee Research Coordinating Unit for their cooperation with the handbook.

It is hoped that this handbook will be utilized to strengthen on-going programs and to assist beginning teacher-coordinators.

Carroll B. Coakley, Editor
Distributive Teacher Educator
The University of Tennessee
Knoxville, Tennessee

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I. DISTRIBUTIVE EDUCATION

DEFINITION OF DISTRIBUTIVE EDUCATION

Distributive education is a program of vocational instruction. Its purpose is to qualify those enrolled for gainful employment in distributive occupations, or in occupations in which a distributive function appears, according to their individual career goals. To achieve this objective, the program is broad in scope and flexible in design.

Because the program includes individuals who vary in ability, motivation, and job maturity, distributive education must be flexible. The majority of students at any one level of training will probably progress at the same rate. However, some trainees may need a period of personal adjustment to the learning experiences essential to the completion of an occupational curriculum. Other persons may be able to accelerate their training because of prior education or work experiences and reach their occupational objective in less time than is generally required.

Distributive education is composed of preparatory instruction, in which students generally enroll on a full-time basis for job training, and supplementary instruction, in which employed adults upgrade their job competencies by part-time study appropriate to their needs.

New and expanded opportunities for the development of programs of training for the distributive occupations have resulted from the enactment of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968.

AIMS AND OBJECTIVES OF DISTRIBUTIVE EDUCATION

Preparation for gainful employment and for advancement in a distributive occupation is the primary goal of the distributive education program. The distributive education program should:

* Engender an understanding and appreciation of the American private enterprise system as a cornerstone of American democracy.

* Foster an awareness of the civic, social, and moral responsibilities of business and society.

* Encourage and promote the use of ethical standards in business and industry.

* Stimulate the student's interest in his chosen occupational field by giving him an understanding of the opportunities it offers him to be a contributing member of society.

* Prepare distributive personnel to analyze consumer demand and to satisfy the needs and wants of consumers intelligently, efficiently, and pleasantly.

* Provide training that results in increased efficiency in distribution and marketing.

* Be sensitive to changes in distributive and marketing practices and procedures as they are affected by societal, economic, technical, and educational developments, and adapt to such changes.

* Advance the objectives of the total educational program.

* Strive to develop among employers, employees, and consumers a wider appreciation of the value of specifically trained personnel in distribution.

The chart on page 3 indicates functions and duties of a teacher-coordination.

RESPONSIBILITIES OF TEACHER COORDINATORS

Coordination of a distributive education program deals with mutual adjustments between the school, the home, the student, and the businessman. Coordination includes the following:

1. The original planning of the program with the Board of Education and the advisory committee

2. Making necessary occupational surveys

3. Interpreting the directed cooperative and project training experience programs to High School Principal and teachers and securing their cooperation

4. Informing parents and securing their cooperation

5. Locating part-time jobs for students in proper types of distributive businesses

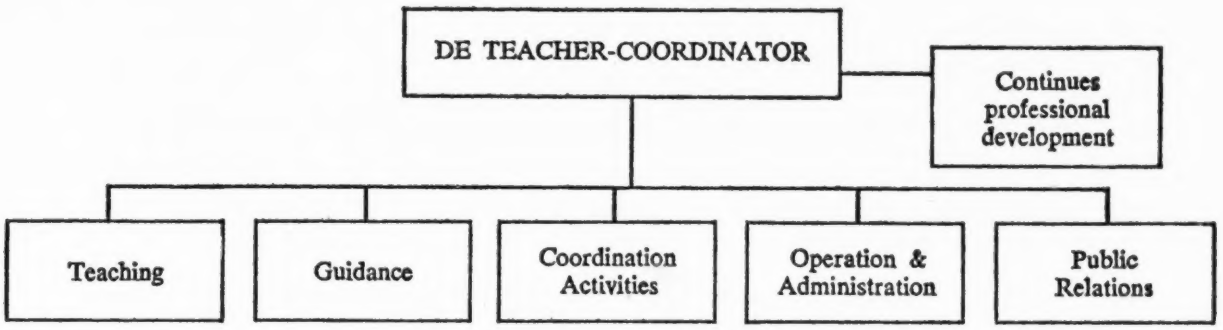
6. Recruiting, selecting, guiding, and counseling of students

7. Making agreement with individual businessmen

8. Making the appointment for the interview of the student by the businessman relative to employment

9. Observing, supervising, checking, and interviewing the students relative to the work performed on the job and on project activities

FUNCTIONS AND DUTIES OF A DE TEACHER-COORDINATOR



Teaching	Guidance	Coordination Activities	Operation & Administration	Public Relations
Prepares and revises teaching materials	Develops overall guidance plan for high school and Adult DE students	Selects appropriate training agencies	Plans a well-rounded program of work	Explains DE to business, civic, and school groups
Teaches DE high school students	Explains DE program to students, parents, and school officials	Prepares a training plan for each student	Arranges for adequate classroom facilities	Participates in local community functions
Teaches adults	Selects students for DE programs	Coordinates classroom activities with on-the-job work experience	Makes community surveys	Plans and prepares publicity
Evaluates the results of his teaching	Places high school DE students in appropriate distributive agencies	Evaluates student progress on the job with employer	Plans a budget for adult classes	Takes part in extra-curricular activities and other school duties
Secures and trains adult instructors	Counsels with adult and high school students	Makes on-the-job coordination and home visits	Organizes and supervises DE Club program	Keeps in direct contact with school principal, superintendent, parents and business community
Maintains teaching content resource files	Acts as a training consultant to distributive businesses	Provides for on-the-job participation experiences for students	Supervises DE Adult classes	Arranges and directs special events related to the DE program
Provides for classroom participation experiences for students	Follows up on student progress	Gives needed information and training to "downtown teachers," the Job Sponsors of the students	Supervises student teachers from U.T. and M.S.U.	
Plans yearly, monthly, and weekly teaching calendars as well as daily lesson plans for classroom activities	Works cooperatively with school guidance counselors		Works with advisory committees	
			Prepares necessary reports	
			Conducts practical research	

10. Checking progress of students on job with employer

11. Keeping the subject matter up to date and practical with the aid of the advisory committee

12. Building and maintaining effective relationship with cooperating employers

13. Understanding and interpreting to the student the individual distributive business standards

14. Helping the student to acquire the right business attitude of a wage earner serving the public

15. Keeping the advisory committee informed and functioning

16. Studying new fields in distributive occupations

17. Developing good public relations with all interested organizations

18. Encouraging students to take part in student activities (D.E.C.A.)

19. Providing records and reports to local and state school authorities to advisory committee, businessmen, and students

PERSONAL QUALIFICATIONS OF TEACHER COORDINATORS

In order to quality for the challenging position of a D. E. teacher-coordinator, one should show the following personal attributes:

Ability to work successfully with people

Ability to give group and individual instruction on high school and adult level

Ability and willingness to conform to generally accepted standards of the school and community

Ability to represent the school with credit in contacts made with employers

Ability to present vocational education as a part of the total educational offering to the businessmen of a community, and to fellow instructors in the school

Ability to gain confidence of both employers and employees in business

Ability to analyze business occupations and the instructions needed to train students

Natural interest in and desire to give guidance to students

Active interest in professional improvement

FOUR-FOLD RESPONSIBILITY OF TEACHER COORDINATOR

The responsibility of the teacher-coordinator is four-fold; namely to his student-workers, to the school administration, to business and the community, and to himself. The major responsibilities are as follows:

To Student Workers

To make clear definite assignments
To make sure that each student understands each lesson taught
To conscientiously grade all work done
To prepare each student as quickly as possible for initial employment and to continue his training step by step as the requirements of the job dictate
To aid each student in the personality adjustment necessary to get along with others, to follow orders, and to understand his place in the organization
To develop in each student safe work habits, pride in his job, and desire for advancement through additional skills and knowledge
To prepare an approved plan for training

To the School Administration

To interpret policies correctly and to support them loyally
To stay within established channels of communication in all official matters
To use time, materials and supplies economically

To Business and the Community

To explain the objectives of the training plan
To explain fully the mechanics of the cooperative plan, its requirements, and its benefits
To select student-workers who will be good trainees
To see that student-workers get the proper training and have the proper attitude toward employers and the job
To avoid wasting time of employers

To Himself

To keep physically fit
To set an example of work habits and character which student-workers will be proud to follow
To maintain a professional attitude toward work
To maintain the dignity befitting his teaching position
To cooperate with the school faculty and business people in order to deserve their cooperation
To strive to improve himself as a teacher
To be informed on the newer and better business methods and latest merchandise information

REGULATIONS FOR CERTIFICATION OF DISTRIBUTIVE EDUCATION TEACHER COORDINATOR

Persons enrolled in institutional teacher education degree programs leading to certification in D. E. must meet the requirements of the institution. The institutional requirements will not be less than those required for the Teachers Professional Certificate.

Undergraduate and graduate degrees in distributive education are offered at The University of Tennessee, Knoxville, and Memphis State University, Memphis.

A Teachers Professional Certificate may be issued to distributive education teachers who meet the minimum requirements for education and experience as set out in the Tennessee State Plan for Vocational-Technical Education.

HISTORY OF DISTRIBUTIVE EDUCATION

Although instruction for workers in distributive occupations was begun in the early 1900's, training programs did not become widespread until the United States Congress, recognizing the urgent need for education in the field of vocations, stimulated the interest through a series of vocational education acts.

The following chronologically arranged facts trace the growth of education in the field of distribution, showing the encouragement received through federal grants and state appropriations.

1905 Lucinda Prince, in cooperation with the Women's Educational and Industrial Union of Boston, established the first class of eight girls for retail training. Mrs. Prince had previously made an investigation of saleswomen and their needs.

1906 Prince persuaded William Filene's Sons Company in Boston to allow the six girls in her second class to work for the store on Mondays.

1910 Providence, Rhode Island, was the first city other than Boston to attempt to organize a school for store workers similar to the Prince School.

1911 Prince established the first school not only to train educational directors for stores, but also to teach high school teachers how to give instruction in store-training courses.

1912 Prince was successful in getting retail store selling into high schools. During this year, continuation schools were also organized. Thus, she is credited with the organization and early promotion of cooperative education for retail employees on both the secondary and college levels.

1917 The Smith-Hughes Act was passed. This is the official National Vocational Education Act and is the "father" of a series of federal vocational education acts. This act was designed to aid the states in promoting, stimulating and further extending vocational education in the public schools, thus providing equal educational opportunities to all who desired to become skilled, intelligent workers and self-supporting citizens.

1918 Carnegie Institute, in cooperation with the Pittsburgh merchants, established the Research Bureau for Retail Training which was later moved to the University of Pittsburgh.

1919 The New York University School of Retailing was established.

1912-1934 Growth of merchandising courses was slow.

1936 The George-Dean Act was passed. This act liberalized the purpose for which allotted vocational funds could be spent. It specifically provided classes for those employed in distributive occupations. Instruction for this group was to be given in evening part-time classes. The Act became effective in July, 1937.

1946 The George-Barden Act, which extended the provisions beyond the George-Dean Act, was passed. This act authorized the use of funds for guidance, the fifth service established as a part of vocational education. It authorized, but did not appropriate, funds up to $58,500,000. Reached full amount in 1949.

1963 The National Vocational Education Act (The Perkins Act) authorized a new permanent program of federal assistance for vocational education amounting to:

$60 million for fiscal year 1964
$118.5 million for fiscal year 1965
$117.5 million for fiscal year 1966
$225 million for subsequent fiscal years

It is the most comprehensive vocational measure that has become law in the history of our nation.

1968 Amendments to The Vocational Education Act of 1963 increased authorization to $355,000,000 for fiscal year of 1969 and $675,000 for fiscal years 1970 and 1971.

QUESTIONS ABOUT DISTRIBUTIVE EDUCATION

1. WHAT IS DISTRIBUTION?
   Distribution is the connecting link between production and consumption. It is essential to our national economy, to our national defense, and for us to keep up with today's rapidly changing conditions.

2. WHAT IS DISTRIBUTIVE EDUCATION?
   Distributive education is the training program for distribution. It is training in sales, merchandising, and management areas.

3. WHY IS TRAINING IN THIS AREA IMPORTANT ON THE HIGH SCHOOL LEVEL?
   At least 30 percent of the high school graduates will make their careers in some phase of distribution. Very little is being done for this group of students at the present time. Some of them may be terminal students, others may go on for advanced specialized training or college training after completion of high school.

4. WHO IS IT FOR?
   Distributive education, on the high school level, is for those students desiring to make a career in some phase of distribution.

5. HOW ARE STUDENTS SELECTED FOR THIS PROGRAM?
   Students are selected through guidance and counseling procedures. Aptitude tests, interest inventories, and personal interviews are all important parts of this procedure. It is essential that the basis for selection be a student's "vocational interest."

6. HOW DOES THIS PROGRAM FUNCTION WITHIN THE HIGH SCHOOL?
   This program functions as part of a three-phase educational program in which the student receives instruction in his regular high school courses, receives specialized instruction in distribution, and receives supervised on-the-job training or training in an intensified D. E. laboratory.

7. WHERE DO THESE STUDENTS RECEIVE SUPERVISED ON-THE-JOB TRAINING?
   Training is received in local stores and businesses, which are referred to as training stations. Close coordination is maintained between the school and the training stations to insure the best training program possible.

8. WHAT IS PROJECT TRAINING?
   Project training extends classroom instruction into a laboratory environment. Activities provided in the laboratory are used to enrich and enlarge upon understandings and skills developed initially during regular class sessions. Just as with the cooperative training method, the center of the educational process is the classroom.

9. HOW DO BUSINESSMEN REACT TO THIS PROGRAM?
   Most businessmen are very favorable toward it. They are helping train young people for a future in their own particular area, and they are also receiving the benefit of these young people's services as employees during the hours of the day when they are most needed.

10. HOW MANY HOURS DO THE STUDENTS WORK?
    Students work at least 15 hours each week. A maximum of 30 hours a week is suggested.

11. IS A PROGRAM OF THIS NATURE DIFFICULT TO ADMINISTER?
    If properly organized and established, a program of this nature is not difficult to administer. Distributive education, as one phase of vocational education, is administered under the provisions of the state plan for vocational education.

12. WHAT IS THE STATE PLAN, WHAT DOES IT INCLUDE?
    The state plan contains a proposal for conducting vocational education programs. It established minimum standards for those programs and includes instructions, qualifications, and school and work standards. Reimbursement is available to schools meeting these standards.

13. WHAT IS THE PURPOSE OF THE REIMBURSEMENT?
    The reimbursement is intended to enable the local schools to establish and maintain desirable standards and at the same time keep the per students cost approximately equal to that of the regular high school classes.

14. HOW DOES DISTRIBUTIVE EDUCATION FIT INTO THE SCHOOL CURRICULUM?
    There are <u>three ways</u> in which a distributive education program may be established.

<u>Plan A</u>--A program covering two (2) school years (junior and senior), providing an average of at least one class period per day of the regular schedule for vocational instruction in marketing and distribution. Possible program combinations are: (1) junior cooperative preparatory and

senior cooperative preparatory, (2) junior preparatory (non-cooperative) and senior cooperative preparatory, (3) junior preparatory (non-cooperative) and senior preparatory (non-cooperative) and senior cooperative preparatory.

Plan B--A program covering one (1) school year (senior) providing an average of at least two (2) class periods per day of the regular schedule for vocational instruction in marketing and distribution.

Plan C--A program covering one (1) school year (senior) providing an average of at least one (1) class period per day of the regular schedule for vocational instruction in marketing and distribution limited to the cooperative program enrolling: (1) those who have completed two semesters of vocational instruction in subjects related to marketing and distribution such as salesmanship, business law, business mathematics, economics, and record-keeping or (2) those who have completed four (4) semesters in vocational education programs.

15. WHICH OF THESE PLANS ACHIEVES THE BEST RESULTS?
    This would depend entirely upon the school situation and the present curriculum. Under Plans A and B, the entire vocational instructional program is conducted through the Distributive Education class. Under Plan C, the instructional time is spread out and develops into a one or two year preparatory program which is climaxed with distributive education in the senior year.

16. WHAT ARE PREREQUISITES?
    The prerequisites are courses that establish a basic understanding and background for distributive education. Courses such as general business, business law, business English, salesmanship, retailing, business mathematics, merchandising are often used as prerequisites.

17. WHO TEACHES DISTRIBUTIVE EDUCATION?
    The teacher coordinator in distributive education is a person who has both professional educational training and actual experience as a wage-earner in the field of distribution. His functions include conducting the classroom instruction in distributive education, maintaining close coordination between the school and the training stations, and supervising the training situations. The success of a program is largely dependent upon the coordinator.

18. WHAT CONSTITUTES CLASSROOM INSTRUCTION?
    The classroom instruction includes materials that directly and indirectly help the students on their jobs. It is conducted on both a group and an individual basis. Topics such as human relations, personal hygiene, speech, mathematics, merchandising, salesmanship, and retailing, are of importance and are usually taught on a group basis. Individually, each student will study materials that directly pertain to his own particular job. For example, the student working in a hardware store will study hardware materials; the girl in the fashion shop will study women's clothing, fabrics, etc. Individual study materials are available.

19. DOES THE STUDENT RECEIVE A SALARY FOR HIS TIME ON THE JOB?
Yes, the students receive a regular beginning wage with increases as they deserve them.

20. DOES THE STUDENT ALSO RECEIVE SCHOOL CREDIT?
Yes, the student receives regular school credit for his classroom time just as though it were an English or history class. He also receives one credit for the school time that he is on the job. He receives no credit for the time he works after school and on Saturday.

21. WHAT HAPPENS TO THESE STUDENTS WHEN THEY GRADUATE?
These students meet the normal graduation requirements and receive a regular high school diploma. After graduation some of them continue with their same jobs and make a career in them. Others go on to college, working part-time, receiving more training, and often making a career in an area closely related to their original training situations.

23. IT IS POSSIBLE FOR A STUDENT TO PARTICIPATE IN THIS PROGRAM AND STILL BE PREPARED FOR COLLEGE?
Yes, very definitely. The student could go into teacher education, marketing, and the various phases of Business Administration. Naturally he would not be prepared for science, fine arts, etc.

24. SUPPOSING THE STUDENT IS NOT SATISFACTORY ON THE JOB, WHAT THEN?
If the student is not satisfactory, the employer is free to release him. However, this should be done only after the situation has been carefully analyzed by all concerned. Careful placement usually eliminates most cases of having to discharge a student employee.

25. WHAT DOES HAVING A DISTRIBUTIVE EDUCATION PROGRAM DO FOR THE SCHOOL?
Having a D. E. program enables the school to accomplish many things. First of all, it is offering an area of training in which little has been done and in which nearly a third of the students will make their careers. Secondly, it is expanding the classroom to include the facilities of the business community. It can also be an excellent public relations medium for the school.

26. WHAT DOES DISTRIBUTIVE EDUCATION DO FOR THE STUDENT?
Distributive education offers the student an opportunity to study and learn about an area in which he wants to make a career. He is receiving vocational training with practical experience, learning to live in the working world, and at the same time, receiving a normal high school education.

SUMMARY

Distributive education is the term applied to a program of instruction in merchandising, marketing, and management. It aids in the techniques of distribution and develops a broader understanding of the social and economic responsibilities of those engaged in distribution in a free competitive society.

Distributive education is a part of the local public school system, supported financially by local, state, and federal funds. Its instructors are responsible for developing local distributive education programs to fit the needs of the student and the community they serve, while adhering to the State Plan for vocational education as approved by the State Department of Education.

It is the responsibility of the teacher-coordinator to become familiar with the contents of the coordinator's handbook in order to establish and maintain an effective D. E. program for the community.

II. ADVISORY COMMITTEES

STEERING COMMITTEE

When one first considers the establishment of a distributive education program, a steering committee should be organized to decide if a distributive education program is practical. The committee may be composed of 18 to 25 members. Since this committee is temporary, it should be dissolved after a decision is made. The advisory committee members can be selected from the steering committee.

Normally it is the responsibility of the school administration to form this committee in the infancy of the program. If the teacher-coordinator is employed before the steering committee is established, it may be his responsibility to organize this committee under the direction of the superintendent. In a case such as this, one may want to contact the Regional Supervisor for additional suggestions.

ADVISORY COMMITTEE

The advisory committee can be very helpful to the school in the distributive education program. An advisory committee provides a two-way system of communication between the school and the community essential to any educational program, especially vocational education. The committee, whose activities are mainly promotional, strives to create good public relations.

WHAT THE ADVISORY COMMITTEE CAN CONTRIBUTE TO THE PROGRAM

1. Help publicize the entire program in the community.
2. Assist community understanding and give active support to build prestige and respect for the school.
3. Arrange for publicity through contacts with news media.
4. Make recommendations concerning courses of related instruction.
5. Assist teachers to relate instruction to particular needs of the business community.
6. Recommend types of training needed for distributive businesses in the community.

7. Help obtain classroom equipment and materials.

8. Help locate training stations.

9. Provide information on employment opportunities and job requirements for the distributive occupations.

10. Provide recommended criteria for selection of students for the program.

11. Act as a sounding board for new ideas.

12. Assist in making surveys.

13. Speak before civic groups in support of distributive education.

14. Provide speakers for assembly programs and school banquets.

15. Make arrangements for summer and part-time employment of students.

16. Continually evaluate the entire program.

ESTABLISHING THE ADVISORY COMMITTEE

The approval of the superintendent of schools should be secured before a committee is organized. If the committee is to function properly, it must have the respect and confidence of the school administration. Establishing the committee is the responsibility of the superintendent of schools, sometimes delegated to a high school principal or the coordinator according to their authority.

QUALIFICATIONS OF MEMBERS

When selecting members for the advisory committee, one should consider the purposes to be served and the type of assistance needed in planning and evaluating a school program. Several important personal qualifications should be considered.

1. Intelligence, social vision and leadership experience of the prospective member.

2. Interest (demonstrated), willingness to work actively in support of the program.

3. Good character, civic mindedness, and unselfish spirit.

4. Experience in the fields with which the program deals.

The prospective member must have adequate time to devote to committee work and school activities. Members must be representative of the community, predominant occupations as well as geographic divisions of the area. They must be men and women who are highly respected and recognized as leaders by their co-workers.

SIZE OF COMMITTEE

The committee should be large enough to be representative of the community, but small enough to permit active participation in the discussion of problems and formulation of recommendations. Although a small committee promotes a friendlier atmosphere, the committee should not be so small as to exclude important interests. Five to nine members would be an adequate committee in most cases.

COMPOSITION OF COMMITTEES

Advisory committees for the distributive education programs may consist of two employers, two sponsors, a representative of the public, and a school representative. Sometimes it is advisable to provide alternates for each committee member, especially with a large committee.

Representation of employers and employees plus a representative of the general public is best for a balanced committee. One might seek membership among the following:

Real Estate--National Association of Real Estate Boards and local affiliates.

Insurance--The Charter Life Underwriters and local, Fire Casualty and local organization of Insurance Adjusters Association.

Advertising and Display--Local Advertising Club, The Outdoor Advertising Association, American Newspaper Publishers Association.

Merchandising--Retail Merchants Association, local trade unions, Chamber of Commerce, National Retail Clerk Union.

Sales Training--Local Sales Executive Club, Sales' Managers Association, Local Better Business Bureau, Retail Druggists Association.

Business--U. S. Department of Commerce, Bankers Association, Local Grocery Association.

Service Clubs--Kiwanis, Rotary, Junior Chamber of Commerce

Driver--Route Salesmen - Representatives of local dairy and distributors.

SELECTION OF MEMBERS

The representatives should be acceptable to both the school and the group they represent. This is best worked out when groups are represented. They should be asked to nominate the member after considering the qualifications necessary. This way the member speaks for his group with authority.

It will be helpful to confer with prospective members regarding functions and duties of the committee prior to the selection of specific individuals. This way school officials can be more certain of appointing interested individuals who have a sense of civic responsibility and have adequate time for the program.

Sometimes school officials call meetings of all individuals concerned with the program and nominate individuals. One of the better ways, however, is for school officials to consult individually with leaders in the business area for recommendations of members for the committee.

PROVISION FOR MEMBERSHIP CHANGE

Some method for changing members should be made at the beginning of each year. Some schools appoint members for one year, or place a term on the committee as a whole and replace one third of the membership every two to three years. Usually terms run two to three years.

Often the school may need to change the membership to institute a policy change, or to alter the balance of power between groups represented, or to bring in fresh members. This problem does not exist when rotation replacement is in effect. It brings a steady influx of new and fresh ideas without destroying the continuity of the committee's work. Also some provision for reappointment will insure retention of more active members of a committee as their services are required; however, care must be taken so as not to offend others. Committees should not be permitted to become self-perpetuating by naming their own successors.

Experienced committee members are very useful as consultants to assist with special problems.

OFFICIAL INVITATION TO JOIN THE COMMITTEE

No matter how members are selected, appointment of members should be an official act of the superintendent of schools. It is a good policy to send to each member a letter of invitation signed by the superintendent. This is important because it assures that the advisory committee will not usurp its authority, that the members understand their proper place in the school organization and that they are responsible to the board of education and have no authority except to make recommendations through the school representative. It also gives prestige to the members of the committee.

There should be a clear understanding of the committee's role. A statement of its function should be part of the original letter asking businessmen to serve; this function should be restated as necessary. This statement should contain a phrase such as: The committee's role is advisory to the school and the D. E. Program.

ORGANIZING THE COMMITTEE

The most effective committees are those in which a strong bond of respect for each others' abilities exists among members. General acceptance and understanding of committee objectives, and a desire to accomplish them must create a desire to work as a team.

The success of the Advisory Committee will depend upon the leadership and the Chairman. He must listen critically, exercise good judgement, and act fairly and reasonably. He should be elected by the members of the committee. A vice-chairman should be elected to serve in the absence of the chairman.

The Secretary should have a close working relationship with members. He should have the ability to explain the program to others and to organize detailed material into shortened form.

The School Representative must have the confidence of the committee and a sound knowledge of the problems to be presented. He must be able to discuss these problems and to see ways the school can contribute to solutions. He must be willing to work at the time best suited to the committee members. The teacher-coordinator usually serves as the school representative. It is good policy for the school superintendent or high school principal to meet with the advisory committee,

The school representative attends or serves as an ex-officio member, attending to receive advice, not to give it. Most schools develop a committee handbook to specify duties and responsibilities of members.

BY-LAWS

The by-laws will detail specific duties and organization and clarify the advisory committee's position within the school system. It will give an atmosphere of permanence and emphasize the committee as a functioning one. It should be prepared and approved by the members.

MEETING

Meeting dates should be specified so members will acquire the habit of reserving the date for the meeting and reminders should be mailed to the members a week in advance of the meeting date. If special meetings are called, they should be called far enough in advance to assure full attendance. More meetings may be required at the planning stages of a program. If committees are to be effective, they must have work to do. Unless the school plans to use the committee, it should not be appointed. When asking for cooperation, school officials should remember committee members have pressing problems outside of the field of education.

The school superintendent or teacher-coordinator should serve as chairman of the first advisory committee meeting. Even if the superintendent designates a member of his staff to represent him, the coordinator should consult the superintendent to see if he might attend long enough to welcome the committee and thank the members for their cooperation and express his view on the committee's function.

Committee members should be irformed that the purpose of the committee is advisory, not administrative. At the same time, they should be assured that committee recommendations will receive serious consideration. The committee should also be informed of its responsibility to uphold both school standards and the state and federal acts related to the program and to acquaint the members with school activities.

The agenda of the first meeting will differ from others in that most of the time the first meeting must be spent in orienting the members. It should include the following:

1. Welcome and remarks by chief school administrator.

2. Introduction and biographical information about members of the committee when necessary.

3. A statement of the role of the committee and how it is expected to be of assistance to the program.

4. The names and brief biographical information of key school officials and teachers.

5. A brief sketch of the history and background of the school.

6. The nature and objectives of the school.

7. The nature and objectives of the program emphasizing educational opportunities for the student. (Any information--particularly including visual aids is helpful.)

8. A brief outline of a specific program.

9. A brief statement concerning relationship of federal, state, and local plans.

10. Organization of the committee:

    (1) Selection of chairman and secretary
    (2) Selection of dates and time for meetings
    (3) Adoption of constitution and by-laws or set of rules to govern the conduct of meetings

11. Adjournment.

The first meeting is important because it will set the stage for future meetings. Most important is informing the committee of the value of its contributions and attention to the manner in which the committee's advice is asked, and keeping the committee informed of new changes in the school. Committee members should be reminded that the purpose of the committee is advisory, not administrative. At the same time, they should be assured that committee recommendations will receive serious consideration. The committee should also be informed of its responsibility to uphold both school standards and state and federal acts related to the program.

PLANNING THE PROGRAM

Planning the program includes reserving the meeting place in pleasant surroundings; notifying members; providing space, ashtrays, water carafes and glasses, pencils and scratch pads, and perhaps a chart stand.

When considering the agenda, the chairman naturally includes school-related items. He should, however, include other items of interest to committee members. Although the chairman is responsible for preparing the agenda, teachers and staff should be encouraged to suggest topics when problems arise in their area. Problem solving questions are good.

Criteria for selecting problems for the agenda include the following:

1. Is the problem real?

2. Is it one the school wants solved?

3. Will the school use the recommendation?

4. Will the committee be interested in the problem?

5. Does the committee have knowledge of all the facts and background information to make worthwhile suggestions?

Complex or lengthy problems can be broken down and considered in parts.

Certain problems should be avoided:

1. Questions about administrative problems.

2. Resolution passing is likely to interfere with control and may cause embarrassment to both.

3. Questions so general to be unanswerable.

4. Items that appear to pose a question which mislead the committee when the school has already decided on a course of action.

DISCUSSION TOPICS

1. Explain the nature of the advisory committee.

2. Distribute a list of the training agencies to each member.

3. Ask members to save any materials the coordinator might use.

4. Explain the high school schedule and the program there.

5. Tell what the teacher-coordinator looks for on a visit to a training station:

   a. What the student has achieved.
   b. His punctuality.
   c. His attitude to the job, employer, co-workers, and public.
   d. His reactions to criticism and praise.
   e. His reactions to help and instruction.
   f. Report on his work habits, does he keep busy, know how to care for materials.
   g. How he can be prepared by the employer for the next job advance.
   h. Ask the committee for other suggestions.

6. Show and explain the training schedule.

7. Develop understanding of needs of the young worker.

8. Point out the techniques for teaching the students.

9. Programs for adults, out-of-school youth and the disadvantaged.

METHODS OF PRESENTING PROBLEMS

Problems may be presented by:

1. Asking questions for group or individual answers.

2. Asking the committee to investigate a certain problem.

3. Asking the committee to investigate a certain problem and study it to report back.

Members may be asked advice by mail or visit, or members particularly qualified can give reports on designated problems.

CHECK LIST FOR PLANNING THE COMMITTEE MEETING

1. Plan the agenda in cooperation with committee members

2. Prepare materials to be presented

3. Check on physical facilities of the meeting room

4. Make reservation for the meeting room

5. Notify members of the meeting date a week in advance

6. Mail agenda to committee members

7. Notify the school administration and invite them to attend the meeting.

8. Invite staff members, consultants, and special guests to attend when appropriate

9. Check reservations for the meeting room a few days before the meeting

10. Check on special equipment needed for the meeting

11. Call members to remind them of the meeting

12. Mail minutes of previous meeting to committee members and school administration

13. Prepare progress report to present to committee

14. Prepare a report of action taken as a result of the last meeting

REMEMBER: CALL A COMMITTEE MEETING ONLY FOR A WORTHWHILE PURPOSE!

CONDUCTING THE MEETING

Conducting the meeting is the responsibility of the chairman. He is responsible for calling the meeting on the date, preparing the agenda and planning committees, presiding at meetings and giving background meterial, and follow-up, providing reports needed, and maintaining personal contacts with members. He must see that meetings begin on time and complete the necessary orderly business and complete at closing time. He indicates why members are absent, introduces new people and should be well informed on the program objectives and questions to be discussed. When decisions are to be made, he must phrase the question so the committee can give specific answers.

GUIDELINES FOR THE CHAIRMAN

1. Open the meeting on time.

2. See all important information is presented, reviewed and understood.

3. Make sure each member states his feelings and what should be done about each item on the agenda.

4. Direct discussion to relevant issues.

5. Summarize discussion often and when general agreement is reached, get a group decision.

6. Repeat each committee decision for the minutes.

7. Make plans for the next meeting.

8. Close the meeting promptly.

AFTER THE MEETING

There should be action on recommendations of the committee, for they will continue to show interest only if their suggestions are considered by school administration. If the suggestions are sound, action should be taken as soon as it can. School officials must realize if the committee is good, its criticism will be constructive and a good source of public appraisal. The school representative should never feel superior to the committee and must show sincere appreciation of the committee's opinions.

Usually the recommendations of the advisory committee are presented to the superintendent of the schools together with proposed methods of implementation, if appropriate, and he may decide the action to be taken or may wish to present them to the board of education for approval. Recommendations of minor importance can be handled by the school representative, who should consult with his superintendent to determine the procedures for action.

It would be helpful for the school representative, the chairman, and the secretary to evaluate the meeting a few days later to see what was accomplished and how the procedure can be improved.

School officials should never conceal from a committee facts pertaining to the program. Committee members should not be allowed to use privileged information for their own benefit or to promote their group.

Remember <u>never quote a committee member individually</u>, always quote the whole committee's opinion or decision, never place any individual committee member on the spot by quoting him individually.

HANDLING ABSENTEEISM

The school administrator usually has a rule to drop a member after two or three consecutive absences. This suggestion should come from other committee members. Another method is not to reappoint the absent member. Too large a use of alternate members will change the state of the committee, although the problem of absenteeism is reduced. Alternate members are usually recommended only in the case of organized groups whose representation is of major importance to the school. Members who cannot attend a meeting may be informed of what goes on by reading the minutes of the meeting or having a conference with the chairman or secretary of the committee.

APPRECIATION OF COMMITTEE

Appreciation of the committee should be shown by the superintendent at the first meeting of the year. The committee names should appear in the school publications and releases to newspapers and magazines. Some schools publish a directory of advisory committees. Some honor them with breakfasts, luncheons, and banquets. Some other ways to show appreciation to the committee are as follows:

1. Statements by school officials on the manner in which the committee has been of service.
2. Reports to members as to what was done as a result of their recommendations.
3. Invitations to visit the school and see results of their recommendations.
4. Public recognition at school assemblies by the superintendent.
5. Certificates of service, awards, etc.

SUMMARY

There are two important committees involved in the establishment and coordination of a distributive education program. These are the steering committee and the advisory committee. These committees serve as a channel of communication between the school personnel and the business community.

A steering committee should be organized when school personnel first start considering the establishment of a distributive education program. The committee's function is to set up and decide if a distributive program should be organized. The committee is temporary, it should be dissolved after a decision is made concerning the establishment of a D. E. program.

The advisory committee is organized upon the dissolution of the steering committee and after approval of the superintendent of schools has been obtained. Members of the advisory committee can be selected from the membership of the steering committee or from other interested groups in the community. The size of the advisory committee will vary from one community to another, but it should be large enough to be functional. Membership should include employers, employees, representatives of the general public and the coordinator. Appointment of members should be an official act of the superintendent of schools.

It is most important that the members of the advisory committee understand the role they are to perform. This role is strictly advisory. No authority is involved with their duties, and they will not establish policy. However, they should be assured that their recommendations will receive careful consideration. Committee meetings should be called by the elected chairman and should be called only to discuss worthwhile matters.

Appreciation of the committee should be shown by the superintendent at the first meeting. The committee names should appear in school publications, and the school may want to honor the committee at a special banquet.

SAMPLE LETTER FROM A PRINCIPAL TO A
COMMITTEE MEMBER

Date _____

Mr. Committee Member
Whatever, State

Dear Advisory Committee Member:

Our most sincere appreciation to you upon acceptance of an appointment to the advisory committee serving our distributive education program at _____ School. We appreciate your taking time out of your busy schedule to help our educational program meet the needs of our youth in a more realistic and meaningful fashion.

Basically it will be your job to advise our distributive education program on matters which would assist us in providing the best possible education for our students and your future employees.

Our first meeting will take place on _____, 19__, at _____ p.m., in _____ School. This meeting will be largely for organizational purposes and to help us get acquainted with one another for good working relationships. Refreshments will be served. A copy of the agenda is enclosed for your use and information.

Again our thanks for taking time out to assist our youth.

Sincerely yours,

John E. Pace
Principal

Enclosure: Agenda

III. SURVEYS

EMPLOYER SURVEYS

A survey is an organized method of obtaining information regarding what is needed in distributive education by prospective employers. Following is a method of procedure of conducting a survey.

1. Prepare a specific statement of the purpose of the survey.
2. Provide for funds to cover the cost of the survey and follow-up work.
3. Obtain competent personnel (a committee) for directing and completing the work.
4. Prepare a job analysis to insure an understanding of the objective and limitations of the survey project.
5. Prepare a preliminary draft of an outline for the approval of the sponsors.
6. Investigate to discover how much of the desired information has already been assembled by other agencies.
7. Bring together published data available from other sources.
8. Make a field survey if any additional information is needed.
9. File information systematically under a workable classification of subjects.
10. Present periodic progress reports to sponsors.
11. Prepare final report, preferably in loose-leaf form.
12. Maintain files in some permanent organizations, keeping information up to date for current use by organizations and individuals interested.

The Survey Committee

The principle reasons for the committee are to outline the purpose, need, scope, and objectives of the survey; to organize the plan of the survey and to supervise the collection of the data; to tabulate and summarize the data; and to report the findings to the persons responsible for operating the program.

Some people to include on the committee are:

1. Members of faculty or persons that might be instructors of the program.
2. Members of the local school board who would finance and/or administer the program.
3. An official or officials of the State Board of Education.
4. An expert in the field from a neighboring community or from a local university.
5. Representatives from local community civic organizations.
6. Members of the PTA's and other school organizations.
7. Members of the Chamber of Commerce.
8. Someone from the local State Employment Office.
9. Representative of local labor unions.

The Director

After the committee has been called together and objectives outlined, a director should be selected. Some of the duties of the director are as follows:

1. To supervise and to assist in the work of all local committees and staff members.
2. To coordinate the work of all committees and groups.
3. To recommend committees, school staff members, local organizations and groups to help in the survey.
4. With the aid of the committee, to outline the scope of the survey and make a master list of business and industrial establishments and be contacted.
5. To direct the committee in establishing a time schedule for the survey.
6. To aid the committee in establishing subcommittees and in outlining the work of each.
7. To supervise the preparation of intermediate and final reports and results of the survey.

8. To interpret the results of the survey to school personnel, students, and the people of the community.

Methods for Obtaining Data

Where the public is brought into the survey by direct questioning, advance notice of this should be made with direct mail, radio announcements, talks with civic organizations, and schools and announcements in newspapers.

Whenever possible, conduct a trial survey to test the questionnaire, interview, and the tabulation of the data. Try out all forms, letters, instruction sheets, maps and tabulation forms.

The interview method of obtaining the data is more popular, more accurate, more complete but requires more time and effort. The use of this method depends upon the specific objectives of the survey, the size of the community and the funds available.

The personal contact for interview should follow soon behind contact by direct mail. The interviewer should have an introductory card.

Implementation of the Survey

After the organization and orientation of the committee, the various phases of the survey should be designated to various sub-committees. A suggested organization of subcommittees follow:

1. Population Committee--A study of population growth trends, composition and characteristics.

2. Occupations Publications Committee--A study of occupational distribution of gainful workers' trends from published data, levels of employment and changing occupation patterns.

3. Occupations Personal Contact Committee--A study of the occupations through the employers' occupational survey by direct contact and interview.

4. School Inventory Committee--A study of the school's growth and curriculum.

5. Youth Survey Committee--A study of the educational and occupational status of in-school and out-of-school youth.

Each committee is responsible for collecting, compiling, tabulating, and presenting the data for its study for each topic listed above and for assisting the general survey committee in the compilation of the final report.

Careful planning should not be sacrificed for speed. Plan adequate time for everything; and if it appears one committee is going to take more time, allow extra personnel or delay the entire survey to allow for that time.

A suggested outline of a survey, and a survey report form are included on pages 36 and 34, respectively.

Tabulation of Information

As the results of the survey start to come in, careful consideration should be given to all questionnaires. Each one, it is to be remembered, is the result of an individual experience or opinion, so therefore, rates this consideration. A detailed plan should be set up.

1. Check each return for errors or omissions.

2. Check it off the list of returns sent out.

3. Where prospective training stations are likely, each return should be copied off on a 3 x 5 card.

4. Have well-designed tabulation forms so that as each return is tabulated, all of the pertinent information possible can be recorded without having to go through the returns a second time.

5. Design tabulation forms so that the information can be converted into graphs, charts, and descriptive terms equally well.

6. Accompany charts, tables, and graphs with descriptive statements.

7. Show the results of the survey with maps or pictures whenever possible.

STUDENT SURVEYS

The distributive education program, in order to be effective, must meet the needs of the students. It is most important then to conduct a student interest survey before plans are laid to launch the program.

The general purposes of the student interest survey are as follows:

1. To determine the number of students receiving classroom training in retailing and merchandising.

2. To determine the number of students presently employed in a distributive occupation. Also to determine which of these feel they would benefit from concurrent classroom training.

3. To introduce students to the vast employment opportunities in the distributive field, and to explain to them the distributive education program.

One of the best methods to conduct a student interest survey is to invite the students to an assembly. In high school it may be advisable to limit the survey to sophomores and juniors for the reason that these students may be immediately available for the distributive education program.

The assembly program will be most effective if it is well planned. It may include:

1. Guest speakers from retail stores.
2. Showing of films related to opportunities in retailing.
3. A review of the employment opportunities in the field of distribution.
4. Flannel board presentation and other visual demonstrations.
5. A review of the proposed distributive education program.

At the conclusion of the assembly, survey forms similar to the one shown may be distributed. After they are collected, they should be tabulated so that the results may be readily evaluated.

A Sample Student Interest Survey is included on page 37.

FOLLOW-UP OF STUDENTS

A distributive education program should make every practical effort to follow-up its former students. Although such a survey is difficult to conduct, it can yield much valuable information.

In following up, a teacher-coordinator should seek an answer to the following questions:

1. What educational institutions did the former student enter?
2. What curriculums did the student pursue?
3. What grades did he receive?
4. What degrees did he earn?

5. If he did not further his education, what area of employment did he enter?

6. What position does he hold?

Follow-up surveys are necessary in order to determine how the educational system contributes to the graduates achievements, to determine means of counseling youth for the preparation into the world of work, and to evaluate the distributive education program.

To gather the various kinds of significant information concerning its former students, a teacher-coordinator may employ one or more of the following techniques:

1. Questionnaires filled out by former students.
2. Letters to and from former students.
3. Telephone conversations with former students.
4. Visits to former students at their place of work.
5. Interviews with former students employers.
6. Contacts with other persons or organizations who know these former students.

Of all follow-up techniques, that of the questionnaire is probably the most practical and the most popular. A sample of a student follow-up questionnaire follows on page 38.

SUMMARY

A survey is an organized method of obtaining needed information. When starting a new program and at various times in an established program it may be desirable to conduct a survey. Surveys may be classified as:

1. Community surveys
2. Student interest surveys
3. Follow-up surveys

The community survey is used primarily for determining the needs of the community in the field of employment. It could determine what facilities for training are available, or whether or not there is a need for a D. E. program in the area. It could determine the number and location of desirable training stations and give publicity to the distributive education program. It could also bring out the desirability of having an adult program and provide information that would help get adult instructors. The form of the survey will depend upon what type of information you are seeking. If its purpose is to evaluate the feasibility of starting a D. E. program in the town or city, the form will of necessity be longer and require a considerable amount of time to administer. If the purpose is to determine the need to offer an adult class, the form could be very short. It is the responsibility of the coordinator to prepare the forms that will accomplish his purpose. It is equally important that he use the information collected to get optimum results in the D. E. program.

Student interest surveys are surveys used to determine the interest students have in entering the distributive education program with an eye on an eventual distributive occupation as a goal.

The follow-up survey and the shopping survey are used in a similar manner. The follow-up survey is of importance in determining how much the distributive education program helped the students who continued in a distributive occupations and the number who change fields of endeavor after graduation from high school.

DISTRIBUTIVE EDUCATION COMMUNITY SURVEY

Name of firm _____ Owner_____Chain_____ Indep.___

Address_____Manager_____

Phone _____ Person Interviewed _____

Mailing Address _____ Type of Business _____

Hours of Business____to____ Days: M T W T F S Sunday (circle)

Employees	Full	Part
Supervisors		
Sales people		
Stock		
Other		
Other		

How many new employees each year? _____

Greatest reason for employees leaving employment? _____

Have you ever used high school students?
Yes _____ No _____

What is your impression of the high school worker? _____

_____

Would you consider using a student on a work-learn basis? _____

_____

DE program was explained and understood. Yes _____ No _____

Comment: _____

List training needs _____

Co-op training desires: Yes___ No___ Date for call back _____
Adult training wanted: Yes___ No___

Plan of action: _____

_____

Member of a trade association? _____ If so, please name _____

_____

DISTRIBUTIVE EDUCATION COMMUNITY SURVEY

1. Firm _____

2. Address _____ Phone _____

3. Type of business _____

4. Person interviewed _____

5. DE program explained and understood? Yes_____ No _____

6. Do you use high school students part time? Yes _____
   No. _____. If so, how many? _____

7. How do you hire your regular and part-time employees? Employment agency _____ Reference by friends or employers _____ Off streets _____

8. Would you be willing to help provide employment for Distributive Education students on a part-time basis? Yes _____ No _____

9. Would you be willing to serve on a Distributive Education Advisory Committee? Yes_____ No_____

10. Comments _____

SUGGESTED OUTLINE FOR A COMMUNITY OCCUPATIONAL SURVEY

1. Statement of Need
2. Objectives
3. Sponsorship
4. Advisory Committee
5. Director (Duties)
6. Director (Who)
7. Director (Qualifications)
8. Survey Personnel
9. Budget
10. Time (Arrangement and How Spent)
11. Report Form (Suggested Outline)

    a. Cover
    b. Title page
    c. Acknowledgements
    d. Table of Contents
    e. List of Tables
    f. List of Figures
    g. Introduction
        Purpose
        Scope
        Techniques used
        Related studies
        Sources of data

    Part II
    a. Presentation of data (tables and text)
    b. Summary (concise statement of findings)
    c. Recommendations
    d. Bibliography
    e. Appendix

12. Use of Report
13. Copy of report sent to:

STUDENT INTEREST SURVEY

To the Student:

All sophomores, juniors, and seniors who are currently enrolled in the *_____ High School are being asked to answer the following questions to the best of their ability. The way these questions are answered will help determine:

1. The work needs of students
2. The businesses that are now employing our students.

Please Print

Name_____ Age_____ Grade_____
Last First

A. Students who are now working should answer the following questions:
   1. Name of your employer _____
   2. Address of your employer _____
   3. What kind of work do you do? _____
   4. Did you obtain your job through the school placement office?
      Yes_____ No_____

B. If you had the opportunity to work, would you want the school to: (circle answer)
   1. Help you find a job Yes No
   2. Place you in afternoon, weekend or holiday work? Yes No
   3. Offer you a course in school that would help you in your work? Yes No
   4. Would you like the Junior Employment Dept. of _____ _____ High School to help you find work this summer? Yes No

C. Place a check mark after any of the following jobs you might be interested in. You may check as many as three.

1. Store Selling _____	7. Baby Sitter _____
2. Office Work _____	8. Ironing _____
3. Stock Clerk _____	9. Yard Work _____
4. Cashier _____	10. Housework _____
5. Box Boy _____	11. Ranch _____
6. Service Station _____	12. Waiter/ress _____

13. Other _____ (Name) _____
_____

*Or schools depending upon the scope of the survey.

FOLLOW-UP SURVEY OF DISTRIBUTIVE EDUCATION GRADUATES

Each year we strive to make our distributive education program stronger than it was the year before. Having certain information about our DE graduates will help us in doing this.

Now that you have been out of high school for several months, we are quite eager to know what your status was as of October 1, 19___. Please complete this form and return it within two days. Thank you very much for your help.

_____ Signed: _____

School Teacher-Coordinator
Distributive Education

_____

City

1. Full name: _____ Male ( ) Female ( )

2. Present Address (Street and city) _____

3. Employment Status:
   a. Are you presently employed? Yes ( ) No ( )
   b. If yes, on what basis? Fulltime ( ) Parttime ( )
      Company name _____
      Kind or type of business _____
      Your job (Give title and major duties) _____
      _____

4. Are you continuing your education? Yes ( ) No ( )
   If yes, is it fulltime ( ) Parttime ( )
   If yes, give name of school _____
   What is your major field of study? _____

5. Are you in the Armed Forces? Yes ( ) No ( )

6. If you are not employed, give status:
   a. Fulltime Homemaker _____ b. Seeking fulltime employment _____
   c. Other reasons _____

COMMENTS: _____

_____

_____

IV. PHYSICAL FACILITIES

LABORATORY

The provision of space and other facilities for distributive education has been and probably will continue to be a matter determined largely by local needs and circumstances. Because there is considerable variation in the availability of space and facilities, it is difficult to define a standard room.

With this problem in mind, and recognizing the impossibility as well as the undesirability of setting inflexible standards for space and facilities, an effort has been made to determine acceptable requirements which are basic to good layout for distributive education programs in our schools.

Certain general statements regarding distributive education programs can be made which are basic factors in planning for equipment and facilities.

Design, Layout, and Equipment

The modern distributive education classroom is flexible, adjustable and usable, providing a suitable environment for learning all phases of distribution, such as merchandising, selling, display, store operation, finance, and control. It serves not only the secondary education program, but also the adult program of the community.

The established coordinator should take a look periodically at the design, layout and equipment used in his program. He could ask himself questions such as these: Is the equipment adequate and up to date? Is optimum use being made of design and layout?

A coordinator stepping into an established cooperative program must be able to make an analysis of the existing design, layout and equipment in order to evaluate these facilities. He must be able to determine what is to be retained as well as what is needed in order to operate the best possible program.

A coordinator may be asked to recommend layout, design and equipment for a new cooperative classroom. Again, he must know what is desirable for the classroom, how to develop an optimum layout and design. He must know what equipment is essential, what is desirable, and what is nice to have for the cooperative classroom.

Enrollments

Provision should be made for large group, small group, and individual instruction. One large room within the department should be designed to accommodate forty-five to sixty students. At the same time some type of flexible compartmentalization should be provided for individuals or small groups ranging from one to fifteen students.

Activities

The general scope of instructional activities includes lectures, demonstrations, laboratory work, and skill instruction. Lectures and demonstration will require a large single unit of space, whereas laboratory work and skill development activities will involve facilities for one to fifteen students performing such diversified activities as:

1. Making change; use of cash register.
2. Window display.
3. Folding, arrangement, and display of merchandise.
4. Use of display case.
5. Arrangement of merchandise on shelves.
6. Care of merchandise, arrangement of stock.
7. Use of machines.
8. Wrapping and assembling purchases.
9. Use and placing of islands for best use in store.

Physical Specifications (Space Requirements)

Ordinary classroom norms of square feet per pupil cannot provide adequate space to achieve the goals of this program. To accommodate adequately the activities in this department the following spaces are recommended:

Facility	Area (Square Feet)
Distributive Education classroom	1,500
Model Store	300
Storage	150
Teacher-Coordinator Work Space	150
Total Square Feet	2,100

Furniture and Equipment

Distributive Education Classroom

1 chalkboard, 4' x 12'
1 bulletin board, 4' x 8'
1 peg board, 4' x 8'

1 wrapping counter
1 display counter
120 lineal feet of shelving
20 tables
50 student chairs, molded plastic seat and back, 15" to 18" in height
5 individual student work spaces, booth type with chairs
1 display window fronting on the corridor, 5' x 10'
1 three-way mirror
1 model store unit
1 4-place individual study carrel

The following library space should be built in a section of the classroom:

100 leneal feet of shelving
1 magazine rack

Model Store

1 merchandising unit with shelves, display counters, wrapping counters
1 cash register

Storage Room. Provision must be made for storage of the following items:

scales
measuring machine
adding machine
opaque projector
16 mm projector
screen
slide projector
flannel board, 3' by 4' with handle
easel for flannel board
record player
tape recorder
flip chart easel
paper cutter
ditto machine
price ticket market
merchandise for grocery, drug, department, variety and restaurant
charge-a-plate machine
paper punch

Teacher-Coordinator Work Space

2 teachers' desks, locking drawers and chairs
2 work tables, 36" x 72", 30" height
8 chairs, 18" height
1 typewriter - manual

Storage

2 filing cabinets, metal, card size
2 storage cabinets, metal, 1' x 4' x 6'

Utilities

Classroom
3 double electrical outlets on each wall
2 double electrical outlets in display window

Model Store
2 double electrical outlets on each wall
1 mirror, full length

Storage
1 double electrical outlet on each of three walls
1 lavatory

Teacher-Coordinator Work Space
2 double electrical outlets on each wall
1 telephone

Heating and Ventilating

No heating or ventilating facilities beyond the normal requirements for instructional areas are needed.

Lighting

A minimum of seventy foot-candles of illumination should be provided. It is recommended that fluorescent lighting be employed.

Color, Decoration, and Acoustical Treatment

Color and decoration should be selected in such a way as to be compatible with the type of activity to be conducted within the area.

Special Requirements

The doors should be wide enough to permit free movement of equipment from one room to another. The work surfaces should correspond to those used in the stores. Most of the floor should be of materials used in grocery, variety, drug, hardware, and furniture stores. Carpeting could be used in the display window.

Space Relationships (Internal Traffic)

Some classrooms are self contained; and when a student enters a room, his activities are confined to that room for the entire period. This is not the case in the distributive education department. The individualized nature of both work and instruction necessitates the availability of all equipment in the department to any student. Therefore, the department should be compact and provision should be made for easy movement from one section to another.

Orientation and Relationships

Intra-departmental. Instead of being strung linearly along a corridor, the distributive education department should be compact. The school store should have an entrance from the corridor and also from the main distributive education classroom. The storage room should join both the school store and the distributive education classroom in order for both to utilize it as well as have access to it without going through the other room. The distributive education department should be located in such a place that the display window can be viewed by students and visitors that enter the school.

FILE ORGANIZATION SYSTEM

Considering the vast amount of various types of materials used in distributive education, plus records, correspondence, etc. (and usually with no clerical help except perhaps student help). It is essential that every coordinator develop and use a simple yet effective filing system. An effective filing system is one which is simple and easy to use and one which will produce material or information needed with the least waste of time and effort. The suggested filing system attached hereto is one that has been used by many coordinators and is considered very practical, adaptable and usable.

Description of Suggested Filing System

This plan is recommended for the four-drawer file but is easily expanded. The four general classifications, one for each drawer, are as follows:

1. Official Information. Include here all information pertaining to office business, such as correspondence, reports, memos, etc.

2. Student Information. Include here information about the high school and adult classes, student folders, D. E. Club data.

3. Course Outlines. Set up each unit in a separate folder and file in order in which taught under D. E. I and D. E. II. Adult outlines are filed by subject matter. Include outlines from other states and pertinent information on the topics covered.

4. Merchandise Information. File information alphabetically according to subject matter. This file can be used by students in studying specialized merchandise information.

Setting Up the File

1. Go over the major headings under each classification and change the wording to fit the terminology you use.

2. Add any major headings which are not included and delete those topics which do not apply to the program in your locality.

3. Make a manila folder sticker or divider for the major headings under each classification or drawer, using a different colored sticker for each drawer; for example, green for top drawer, red for second drawer, etc. When oversized material is too large for the file folder, make a notation on the outside of folder where the material is stored.

4. Arrange folders in drawers of the file in the order shown or by some other index list.

Suggested Headings to Include in Each Drawer

(Official Information)

TOP DRAWER

CORRESPONDENCE:
- Incoming
- Outcoming

MEMOS:
- Supt. & Principal
- Regional Supervisor

PERSONNEL DIRECTORY
- School Personnel
- State DE Personnel

TRAINING ESTABLISHMENTS
- Former (Mgr & Tng Sponsor)
- Present (Mgr & Tng Sponsor)

HANDBOOKS
- School
- State DE

LIBRARY
- List of Retailing Books
- List of Professional & General Books
- List of Magazines

BIBLIOGRAPHIES
EVALUATIVE CRITERIA
BILLS PAID (Receipts)
BULLETINS
COORDINATION VISITS
LABOR LAWS
INVENTORY OF ROOM & OFFICE
STENCILS
- Master Copies
- (Where located)

AUDIO-VISUAL CATALOG
SCHOOL REGULATIONS & POLICIES
MOUNTED NEWS RELEASES
PROMOTIONAL MATERIAL
TRAINING SPONSOR'S HANDBOOK
ADVISORY COMMITTEE
MASTER COPIES OF PASS-OUT MATERIALS
REPORTS:
- Adult classes
- Evaluation
- Monthly Coop (Statistical & Descriptive)
- New Courses
- Semi-Annual Descriptive (Coop & Adult)
- Yearly Report (Coop and Adult)
- Follow-Up Survey
- Blank Forms (Where stored)
  - Training Plans
  - Employer's Report
  - Follow-up
  - School Rules & Regulations for Coop Students
  - Monthly Report
  - Adult Class

(Student Information)

SECOND DRAWER

ADULT PROGRAM
- Schedule of Classes
- Enrollment
- Permanent

HIGH SCHOOL PROGRAM
- List of 1st Year Students
- List of 2nd Year Students
- Place of Work and Hours

FOLDER FOR EACH STUDENT
- Daily School Schedule
- Daily Work Schedule
- General Information Sheet
  - Monthly grades - DE & Other
  - Coordination Reports
- Application Form
- Training Plan
- Ratings from Store

D. E. CLUB
- Local Constitution
- State Constitution
- DECA Handbook
- Mounted Pictures w/names, dates, etc.
- Program Plan for Year
- Names of Officers
- Copy of Minutes & Treasurer's Reports
- Publicity
- Projects
- Miscellaneous

(Course Outlines)

THIRD DRAWER

HIGH SCHOOL UNITS
- 1st Year Course of Study
  - Related Material
- 2nd Year Course of Study
  - Related Material
  - Study Guides

ADULT UNITS
- Selling Units
- Supervisory Units
- Management Units
  - Related Material

SPECIAL UNITS
- Basic Selling (Pre-employment)
- Disadvantaged

(Merchandise Information)

FOURTH DRAWER

SOURCES OF MERCHANDISE INFORMATION

MERCHANDISE INFORMATION

1. Automotive
2. Food
3. Home Furnishings
4. Ready-to-wear--
   - Children's
   - Men's
   - Women's
5. Other Sources

SUMMARY

To provide a suitable environment for learning all phases of distribution, the modern distributive education classroom needs to be flexible, adjustable and usable. The size of the class should range from 15 to 25 students. Dimensions of rooms usually provide for 1,200 to 1,500 square feet.

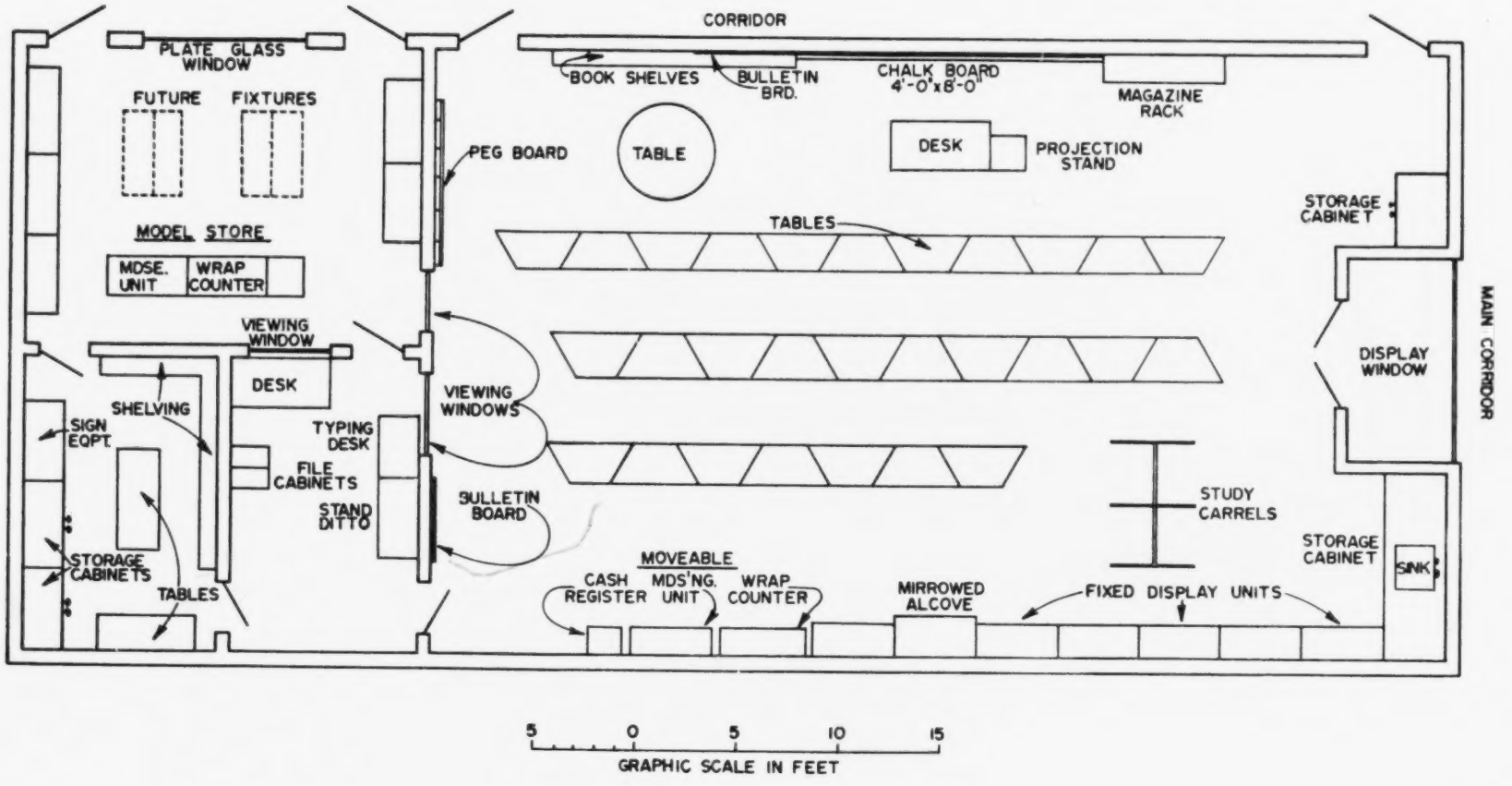
Instruction time will be devoted to individualized instruction, group instruction, and lab work in display, lettering and other store activity. Thus the well-equipped laboratory will simulate the surroundings in which the store activity would generally occur so that the learning which takes place during the laboratory practices can be applied to the job situation.

Shelving, clothing racks, display tables, wrapping counter with a cash register, rolled paper, compartment for various size bags, twine dispenser, and display fixtures should be provided in the laboratory. It is desirable to have a display window as well as the usual teacher's desk, locker, and student tables.

Visual aids should include black-out drapes or black blinds, a mounted motion picture screen, a movable blackboard, and a bulletin board.

Other considerations in relation to establishing a D. E. laboratory include space for a library, storage, and teacher office. Since it may be used by the adult education class, the room should be located in a convenient and accessible place.

SUGGESTED FACILITIES FOR A DISTRIBUTIVE EDUCATION DEPARTMENT



V. PLANNING ACTIVITIES

PLANNING CALENDAR

The complex job of a distributive education coordinator covers four main areas: school, training station, club, and adult work. In order to do an effective job in all areas, the coordinator must plan carefully, hence the planning calendar. This calendar has a two-fold value.

1. It helps the coordinator make sure that no area of his work is neglected and facilitates the starting and accomplishing of work on time.

2. It also helps the school officials to understand something of the complexity of the distributive education program, and to know where and how the coordinator spends his time.

Initially a coordinator would probably consider events to be covered according to functional areas within his job. Initially, therefore, he would probably devise a planning calendar according to areas to be covered in his job. This then might assist him in planning a monthly calendar which would include duties to be performed from all areas. Following is first a planning calendar of suggested activities according to functional areas, then immediately thereafter a planning calendar suggested for each month.

SUGGESTED ACTIVITIES IN PROGRAM PLANNING

INSTRUCTION

Yearly Teaching Calendar
Teaching Outlines
Units of Study (new and old)
Reference books and materials

Facilities and equipment
Teacher Trainer visits
Classroom observation
Teaching methods
Other:

STUDENT COORDINATION AND SUPERVISION

Timing of placements
Nature of placements
Hours of work - Wages
Student Progress Reports
Sponsor development
Student counseling
Coordination techniques - observation
Weekly planning and reporting
Other:

ADULT PROGRAM

Yearly and semester plans
Use of area specialists
Budget and financing
Organizational techniques
Development of local instructors
Evaluation
Other:

GUIDANCE

Yearly plan of guidance activities
Atmosphere within school
Relationships with counselors
Emphasis on career objectives in teaching
Pre-Employment and Part-Time Training
Guidance and career materials
Other:

DECA

Integration with curriculum
Local organization - officers,
committee meetings, etc.
Dues and Membership Roster
Local Program of Work
Contest participation
New contest information
Participation in District and State
Leadership Conferences
Scholarship applications
Employer-Employee Banquet
State Leadership Conference
reports and information blanks
Other:

PUBLIC RELATIONS AND EVALUATION

Advisory Committees
Local publicity
Annual Reports
Evidences of program results
Acceptance of program in school and
community
Annual Follow-Up Survey
Other:

PROGRAM ORGANIZATION DEVELOPMENT

Yearly program goals
Scope of offering - 1, 2, or 3 years
Schedule and extra classes
Enrollment analysis
Expansion - additional staff
and/or schools
Need for local supervisor
Community Survey
Other:

PROFESSIONAL GROWTH

Certification status
Summer school needs
Master's program
Future in D. E.
Summer Conference
Workshops
NADET
AVA
Other;

REPORTS AND RECORDS

As required by the local school system (high school or post high school) and the State Department of Education.

CREATIVE THINKING

Research
Idea exchange
Professional articles
Other:

SUGGESTED MONTHLY PROGRAM PLANNING CALENDAR

August

1. Reporting dates will vary according to contracts.
2. Check physical equipment, arrangement of room, books, and supplies.
3. Get acquainted with business firms and managers.
4. Plan publicity for the Distributive Education Program.
5. Select members of advisory committee.
6. Interview, check credits, and begin selection of students.

7. Begin selecting training stations and placing students.

8. Begin organizing teaching materials for first week of school.

9. Prepare bulletin board and/or displays.

10. Begin visitation of parents.

11. Keep informed on labor regulations.

September

1. Make lesson plans. Block teaching time by weeks but make daily teaching plans.

2. Preview available films.

3. Attend local professional meetings (within the school and city wide).

4. Explain distributive education program at an early faculty meeting if possible.

5. Continue working on files.

6. Have students secure social security cards and workers permits which appear on the back of the training agreements, should be prepared for signatures.

7. Have necessary hand-out sheets ready (such as Distributive Education rules and regulations).

8. Hold organizational meeting of Distributive Education Club as soon as members are acquainted. (See Distributive Education Club Calendar).

9. Learn and follow the school system's policy for providing books and supplies.

10. Set up grade and other school records.

11. Change bulletin board and/or display. (Correlate bulletin board with classroom work).

12. Complete placements.

13. Continue coordination visits.

14. Continue parent visitation.

15. Hold advisory committee meeting. Present progress report.

October

1. Begin formulating plans for adult classes.
2. Begin promotion of adult classes.
3. Have students write letters to manufacturers for resource materials for use in merchandise manuals.
4. Review rating scale with training sponsors.
5. Make placement survey for Christmas extras.
6. Participate in Education Week activities.
7. Visit training sponsors.
8. Schedule and teach adult pre-Christmas classes.
9. Continue coordination visits and on-the-job observations.
10. Complete DECA membership rosters.
11. Complete training plans as soon as possible.
12. Change bulletin board and/or display.
13. Begin follow-up survey.

November

1. Attend state professional meetings.
2. Make a list of students completing adult classes.
3. Advertise the DE program to civic and business clubs.
4. Help with placement of students who completed the adult course.
5. Change bulletin board and/or display. Emphasize DECA Week.
6. Continue coordination visits and on-the-job observations.
7. Complete the follow-up survey.

December

1. Check additional placements for pre-Christmas students.
2. Follow-up Distributive Education students' progress with other teachers.

3. Visit training stations.
4. Attend annual convention of American Vocational Association.
5. Change bulletin board and/or display.
6. Re-check files for instructional material.
7. Do intensive on-the-job observations--Christmas season.
8. Limit visits to supervisors and employers during this busy time.
9. Remind students to keep record of holiday working hours.
10. Go over lesson plans taught to date to plan mid-term exam.
11. Begin making tentative plans for Employer-Employee Banquet.

January

1. Start semester lesson plans. Block teaching time (by weeks but make daily lesson plans, also).
2. Check possible lay-offs.
3. Visit training stations.
4. Make preparations for semester examinations.
5. Change bulletin board and/or display.
6. Give semester exams.
7. Plan and prepare for Regional DECA Conference next month.

February

1. Have individual conferences and review first semester grades and/or students' personal problems.
2. Start promotional work for next year--bulletin board, radio, newspaper and assembly programs.
3. Inform principal of Distributive Education progress made during first semester. (Written report.)
4. Change bulletin board and/or display.
5. Continue coordination visits.

6. Check files.
7. Attend Regional DECA.
8. Plan and prepare for State DECA Conference next month.

March

1. Do intensive promotion and interpretation of Distributive Education program.
2. Begin to accept applications for the following year.
3. Plan Employee Appreciation function.
4. Interview prospective student learners.
5. Start evaluating applicants (records, teachers, etc.).
6. Have personal interview with applicants.
7. Begin actual enrolling of next year's class.
8. Continue coordination visits.
9. Change bulletin board and/or display.
10. Review and revise lesson plans.
11. Attend State DECA Conference.

April

1. Complete final enrolling for next year's class (varies in the individual schools).
2. Assist prospective distributive education graduates with permanent employment.
3. Hold employer appreciation event.
4. Conduct additional community survey to develop new placements for students selected for fall classes.
5. Change bulletin boards and/or displays.
6. Make any necessary preparations for National Leadership Conference.

May

1. Start preparing final examinations.
2. Rework files for next year.
3. Follow-up last year's graduates.
4. Continue coordination visits.
5. Get semester student rating sheet from employer.
6. Write yearly summary for principal and other administrators.
7. Make a list of anticipated needs, recommendations, and problems.
8. Give final examination.
9. Place completed enrollment for next year's Distributive Education class in front of top drawer of your file.
10. Compile final report of adult classes held.
11. Write a "thank you" letter to employers.

June

1. Continue making community survey for placement of students who wish to begin their distributive education work experience immediately.
2. Prepare teaching aids for next year.
3. Make survey for adult training needs.
4. Check room equipment, revise and rework files.
5. Leave room in good order.
6. Attend D. E. workshops and/or courses.

CLUB CALENDAR

First Semester

1. Organize club.
2. Install officers.
3. Hold officers' training session.

4. Prepare local constitution.
5. Have parent get-together.
6. Plan club work for year.
7. Set amount and collect club dues or start raising money needed for club.
8. Order club pins.
9. Plan and carry out club projects.
10. Prepare and send in club roster to state office. Observe deadline.
11. Prepare delegates for state convention. Meet all deadlines.
12. Select and meet with Club Advisory Committee.
13. Hold monthly club meeting (professional, business, or social).
14. Plan and hold Employer-Employee Banquet.
15. Send Christmas cards to employers and other distributive education clubs.
16. Prepare articles for local newspaper and "Distributor."

Second Semester

1. Prepare delegates and contestants for district meeting.
2. Send registration fees and make hotel reservations.
3. Plan and carry out club projects.
4. Hold monthly club meetings (professional, business, or social).
5. Prepare for National Convention. Observe deadlines.
6. Plan and hold Employer-Employee Banquet.
7. Have parent get-together (optional).
8. Prepare articles for newspaper.
9. Schedule and hold assembly program.
10. Entertain news prospective distributive education students.

SUMMARY

The job of the distributive education coordinator is a responsible, demanding position. Because of the varied activities that he will be involved in during the year, much planning must be done.

He should make out a calendar of events for the year, listing the goals that he will try to achieve and the months in which they will occur. This calendar should be started in August so that revisions could be made when needed.

The events to be listed on the calendar would include the lesson plans for the months of the school year, speakers and other outside sources that he plans to use, units to be taught, and films or other teaching aids to be used. The club activities should also be listed and planned along with the lesson plans. This would insure a well-rounded club program. An example of an annual calendar is on pages 57-58.

The coordinating activities during the afternoon should be included on this calendar. The coordinator must plan from the beginning of the year for making regular visits to the training stations. This does not suggest that he make visits just to be seen, but each visit should have a purpose. This is why it is important to have training plans and other responsibilities listed on the calendar. Nothing just happens; the coordinator must plan it.

The public relations program will suffer if plans are not included in the calendar for regular promotional efforts by the coordinator. He must write news releases, help develop radio and TV public service programs which will provide publicity for distributive education.

Regarding public relations, the Federal and State Regulations for employing minors provides the coordinator with a valuable opportunity to be of service to businesses and gain some prestige for the school and himself. Government regulations have become a major problem for management, especially since the passage of minimum wage laws affecting store workers. It takes only a short time for word to spread in the business community that the D. E Coordinator is up to date on regulations. If a store manager asks for information concerning employment of students, the coordinator must have the answers.

For this reason study of government regulations should be listed on the calendar for the month of August.

The coordinator should keep Friday afternoons free from other coordinating activities so that he will have time to review the events of the week and make plans for the following week. Sample calendars for the year, month, and week are on pages 60-62.

MONTHLY PLANNING CALENDAR

Name _____ Month _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

WEEKLY PLANNING CALENDAR

NAME _____ PROGRAM _____ WEEK OF _____

MONDAY	AM	
	PM	
TUESDAY	AM	
	PM	
WEDNESDAY	AM	
	PM	
THURSDAY	AM	
	PM	
FRIDAY	AM	
	PM	

Remarks: _____

PROGRESS REPORT

Week Ending _____

_____

Indicate the most important accomplishment that you have made this past week.

_____

_____

_____

Instruction

Coordination

Club

Public Relations

Miscellaneous

VI. COORDINATION

STUDENT RECRUITMENT AND SELECTION

The problem of promoting distributive education among high school students is really the problem of promoting careers in distributive occupations.

The D. E. coordinator's primary effort should be concentrated on awakening a desire in the students for careers in a distributive occupation through distributive education.

The commonly accepted four steps of a sale can be applied as a solution to the problem.

ATTENTION. Attracting the attention of the students to careers in distributive occupations can be achieved in several ways:

1. Posters located in school hallways.
2. Displays in display cases or display areas.
3. Photographs published in the high school newspaper and/or photographs published in the city newspapers.
4. Auditorium programs.
5. Speeches by the D. E. coordinator before beginning business classes.
6. Booklets and scrapbooks placed in the school library or in the offices of the program counselors.
7. Activities of the D. E. club.
8. Establishment of a D. E. room or office which will serve to remind high school students of the D. E. program at the school.

INTEREST. Many devices to interest students in distributive occupations will naturally result in developing interest in the subject. Frequent news articles in the school newspaper concerning the purposes, methods, and advantages of the distributive education program will also arouse interest in distributive occupations. Motion pictures that illustrate careers in distribution and the operation of a high school D. E. program will create interest, too. Radio interviews involving the D. E. coordinator on a Saturday morning broadcast designed for high school audiences are another excellent method of building pupil interest in distributive occupations.

While interest in distributive education comes as a natural outgrowth of interest in distributive occupations, the D. E. coordinator must be careful to see that the students of his school understand the tie-up between D. E. and these occupations. D. E. is entirely different from subjects which have been studied by students in elementary and junior high school. They often have no idea what the term "distributive education" really denotes. For this reason, it may be wise for the coordinator to assign a descriptive title to each D. E. course so that the students may immediately know what the course is about. Such titles as PRINCIPLES OF SELLING, PRINCIPLES OF RETAILING, STORE PROBLEMS, STORE MATH, etc., may be used.

DESIRE. The coordinator can best arouse a student's interest in D. E. through a personal interview with him. In meeting with potential D. E. students, the coordinator must keep in mind the interests of the students. He must answer the question, "Why should this student want a career in a distributive occupation?" The answer to this question is basically a problem of recognizing the buying motives of a student looking for a career. Distributive occupations (through a distributive education) must satisfy some want or need of the student. Student motives that can be best appealed to by the coordinator are the following:

1. Desire for Security. Trained employees, as a rule, are more secure in their jobs than untrained ones.

2. Desire for Well Being. Interesting work and good incomes provide persons with a sense of well being.

3. Desire to Emulate. Students often wish to pattern their own lives after lives of successful people, including successful people in distributive occupations.

4. Ambition. The advancement available in sales work is unlimited. The high percentage of company presidents who have come up through selling stirs ambition and the desire to emulate others.

5. Desire for Comfort. Many distributive occupations involve a minimum of physical labor.

6. Desire for Good Appearance. Many distributive careers are performed in good, clean working conditions.

7. Desire for Economy. Many distributive occupations require no licensing.

ACTION. To motivate the beginning business student to decide upon a distributive occupation as a career and to enroll as a D. E. major, the coordinator must first present the student all the facts and then give him the opportunity to act. The facts concerning careers in distributive occupations through D. E. should be presented to the student to attract his attention, to secure his interest in, and to develop his

desire for a distributive occupation. The opportunity to act should not be delayed long after the presentation of the facts. The best time for presenting this opportunity to act may be at the conclusion of a coordinator's speech to beginning business students.

The act of enrolling may vary from school to school. If direct enrollment at the time of decision is out of the question, the pupil should be encouraged to indicate his interest in a simple written statement, revokable, of course. This statement can be turned over to the program counselors for reference during the period of enrollment.

The names of students who indicated strong interest in distributive occupations should become part of a prospect file kept by the coordinator. Occasionally, through form letter and bulletins, the coordinator may inform prospective students of activities of current D. E. students. The coordinator should invite prospective students to meet with him to discuss their interests and to answer any questions they may have regarding the choice of a career.

Recruitment of Prospects

I. Recruitment
   A. Home room talks
      1. By coordinator
      2. By influential participating students
      3. By deans and sponsors of students

   B. Display
      1. Merchandise students are using in their training
      2. Store-window display
      3. Student projects

   C. Guest day for prospects

   D. Assembly programs
      1. Skits
         a. Pantomine--use flash cards or script from the side of the stage
         b. Dialogue
      2. Fashion show conducted by D. E. class
      3. Talks
         a. By participating students and former D. E. members now retailing employees
         b. By coordinator
         c. By interested merchants, businessmen, and sales managers
         d. By guidance counselor and deans
         e. Talks on vocational conference day
      4. Films
         a. Sound
         b. Slide films

E. Picnic for prospects brought by current D. E. students

F. Banquet attended by persons representing such groups as
   1. Merchants
   2. Faculty
   3. Parents
   4. Advisors
   5. Students studying D. E.
   6. Former students
   7. Members of the press

G. Written publicity
   1. Local newspapers--articles and reports on current activities
   2. School papers--articles and reports on current activities
   3. Bulletin board articles, cartoons, and notices
   4. Pamphlets, bulletins, and brochures on D. E. program

H. Good relationship with other teachers who might promote the program

I. Radio programs
   1. Student conducted
   2. Merchant talks
   3. Advisory and faculty talks

J. School-sponsored meetings with PTA

K. Personal interview
   1. Prospective students not working
   2. Prospective students working part-time
   3. Home visits with parents

L. Emphasis in vocational guidance classes upon distributive occupations

M. Talks by state or federal vocational educational officials

N. Talks by placement and business education specialists

II. Selection of Trainees

A. Require coordinator's approval for entrance into programs
   1. To insure success of program
   2. To avoid waste of time and effort on part of all concerned
   3. To maintain good relationships with students, parents, businessmen, and administrators
   4. To avoid maladjustment with corresponding loss of confidence on part of students

B. Conduct occupational survey for determining:
   1. Number and location of selling and non-selling jobs

2. Average turnover of labor
3. Occupational trends

C. Educate parents, educators, and students of the need for careful selection

D. Select students who possess real desire to learn distributive occupations

E. Consider only students who meet legal requirements
1. Age
2. Employed--can be arranged after course begins
3. Work the proper number of hours to meet requirements of the course--can be arranged after course begins

F. Consider physical traits and health condition
1. Good health and vigorous
2. Acceptable physical appearance--neat
3. Defects must be correctible--as speech defect
4. Size--student must be employable

G. Consider character traits
1. Common sense
2. Courtesy
3. Dependability
4. Purposefulness--definite aims in life and clearly defined reasoned ambitions
5. Poise--address, dignity, self-respect, and ability to get along with others
6. Sense of humor
7. Forcefulness: enthusiasm, determination, self-reliance
8. Good morals
9. Tact
10. Honesty

H. Consider mental traits
1. Meet scholastic standards of the school
2. Scholastic ability to do good work in distributive subjects
3. Academic ability to permit profits from training
4. Proper interest and aptitude
5. Spirit of cooperation with training station and coordinator
6. Emotional stability
7. Desire to participate in school and community activities

I. Ask for teacher recommendations

J. Make use of cumulative records for information concerning health, subjects taken, grades, hobbies, extracurricular activities, entrance tests, IQ, general tests, conference reports, anecdotal records, and information concerning family

K. Use tests for determining preferences, aptitudes, abilities

Selection of Students

If the D. E. program is to achieve its vocational objective, it must not be a dumping ground for misfits. D. E. must be only for those who want, need, and can profit from it. The D. E. coordinator has the responsibility for the careful selection of D. E. coop students. Careful selection is of utmost importance since these students will be representing the D. E. program and the school to the community. Poorly selected students will give the D. E. program a bad image and will reflect upon the total D. E. program, the school, and the D. E. coordinator.

Usually, there are three general types of students found in D. E. programs. These types are as follows:

1. The "misfit" who has no other place to go and has no interest in distribution as a career. In this case D. E. is used as a dumping ground.

2. The student who wants to earn money for luxuries he has purchased, and who has no interest in distribution as a career.

3. The student interested in learning experiences which will help him advance in a career in distribution.

The coordinator should not permit the D. E. program to become a dumping ground for misfits, poor students, or troublemakers; nor should he permit the program to become a work experience program for those who want merely to earn extra money. The primary purpose of the D. E. program is to provide training for those students desiring careers in distribution. Therefore, the coordinator should use careful selection procedures in weeding out those students who have no place in the D. E. program.

The coordinator should always remember that good public relations is a must if the D. E. program is to succeed. Poorly selected and poorly placed students will reflect on the image of the whole D. E. program and on the coordinator.

Students desiring to enter the D. E. cooperative program usually come from one of two sources: (1) the preparatory marketing program or (2) the general student body with no preparatory training. Students who have had no preparatory training will present a much greater selection problem since the coordinator probably has not had much contact with these students. Selection of those students will require very careful interviewing and investigating. The coordinator must try to ascertain whether or not the student has a genuine interest in distribution. Students who have had no preparatory training should meet the following criteria before being accepted into the D. E. program:

1. He should plan a career in the field of distribution.

2. He should
   a. Desire to work immediately upon graduation, or
   b. Want background information and skills as preparation for post high school education or collegiate education when:
      (1) Majoring in a school of business or marketing department
      (2) Majoring in education to become a D. E. coordinator
      (3) Majoring in other departments of business, such as accounting, economics, finance, management, or transportation, or
      (4) Want to work part-time to defray expenses of attending school or college.

3. He should have average or above average grades.

4. He should be at least 14 years of age and have parents' consent.

5. He should be employable from the standpoint of having the necessary personality traits and skills.

6. He should have the potential to represent the school well in the community.

7. He should be physically able to stand on his feet for long periods of time.

The second group of students desiring to enroll in the cooperative program are those who have successfully completed the preparatory Marketing I program. The selection of these students will be somewhat easier since the coordinator will have had closer contact with the student and will have had more time to evaluate the student with respect to his needs, occupational interests, and his suitability in the D. E. program. The preparatory student desiring to enroll in the D. E. program must meet the same requirements as other students desiring to take the program. However, the coordinator will be able to evaluate and select the preparatory student on additional criteria. The student can be evaluated on criteria such as:

1. Does the student have a valid career objective in the field of distribution?

2. Does the student demonstrate such qualities as common-sense thinking and liking for people?

3. Does the student possess reasonable poise in front of the group, along with initiative, good speech, good grooming, and punctuality?

4. Is the student at least minimally grounded in speech, language, arithmetic, and the principles of marketing and merchandising?

5. If the student has worked part time, has he been a willing employee, dependable, and cooperative?

6. Has the student shown any special aptitudes or talents, that point up a specialized placement for him?

The coordinator should use all means available to him in selecting students for the coop program. These should include interviews with the students, forms such as the application for enrollment, personal interview form, the personal interest sheet, the interview rating form, and the qualification sheet. Other methods of selection should include conferences with teachers, the guidance counselor, the principal, parents, and employers. The coordinator should carefully check the office records for attendance, grades, aptitude test scores, and other pertinent information. The coordinator should use these as aids only and should not let any one be the influencing factor in selecting the students for the coop program. The coordinator should always make the final decision of accepting a student into the program.

SUGGESTED SPONSOR TRAINING CALENDAR

To develop the on-the-job sponsor to a position of full "partnership in education" is the job of the coordinator. With this in mind a special training program for the sponsor has been projected to cover a nine months' period. Sponsor-centered coordination activities only are included.

AUGUST (1-2 interviews)

- Stress advantages of participating
- Explain how the D. E. program works
  - Types of students
  - Hours a week
  - Discuss rate of pay
  - Relationships to coordinator and student
  - Time involved
  - Credits
  - Curriculum
  - School rules
  - Discuss labor laws involved

SEPTEMBER (2-3 interviews)

- Introduce techniques of supervision
  - Induction
  - Morale
- Go over content of orientation unit
  - Classwork application
  - Progress on the job
- Review production report and its purpose

OCTOBER (1-3 interviews)

Discuss follow-up as a technique of supervision
Go over contents of unit(s) being studied
    Classwork application
    Progress on the job
Review use and purpose of progress report
Invite to club get-acquainted session

NOVEMBER (1-3 interviews)

Encourage self-evaluation
    Check up on self as supervisor
    Check up on needs of student
Go over content of unit(s) being studied through Christmas
    Classwork application
    Progress on job
Study ways student may develop on the job
Discuss ways of seeing how student performs

DECEMBER (1 interview)

Interpret school policies on time off for D. E. students and part-time employment trainees
Use Sponsor as guest trainer for part-time employment training class
Help Sponsor make best use of part-time employment trainees

JANUARY (1-3 interviews)

Arrange down-town showing of D. E. film
Enlighten sponsor on club contests
Promote sales-supporting experiences for trainees
Review progress during semester
    Retrain on progress report
Get questions for exam from sponsor

FEBRUARY (1-3 interviews)

Start how-to-train class for sponsors
Encourage attendance at employer-employee function
Get participation in area club convention
Invite sponsor to substitute in classroom
Give public recognition to sponsor

MARCH (1-3 interviews)

Retrain on practices needing adjustment
Follow through on "How-to-Train"
Point way towards permanent employment for D. E. student trainee

APRIL (1-3 interviews)

Get over-all evaluations
of students
of training given sponsor
of cooperative relationships
Clear way for summer employment of D. E. trainees
Continue to build good relations between sponsor and coordinator

PLACEMENT OF STUDENTS

In the D. E. program, only part of the student's education takes place at school. The experience on the job provides for mental and emotional growth as well as the development of work habits and attitudes. For these reasons the training station is a vital part in the education of student-trainees. It is important that the teacher-coordinator, student, employer, and parents understand that this is an educational program rather than a placement agency for students wanting part-time work. Placing the student on a job is one of the most important duties of the teacher-coordinator. The coordinator should make every effort to match the job for the student with his objective. To do this the coordinator must know both the student and the job.

In learning about the student, it is necessary that a folder be prepared for each student. Forms such as the Application Blank, Personal Interest Sheet, Personal Interview Form, Job Interest Sheet, School Record, and any other information that was used in the selecting of the student should be kept in the folder.

The coordinator should take the folder of material and arrange for a home visit with the student's parents. At this conference the coordinator should clearly explain the D. E. program and ask for any suggestions that might improve or be an advantage to their child's future. The coordinator will also get a view of the environment under which the student lives, the ideas of his parents, and other information that will help the coordinator to understand the student and to better determine how to work with the student in the D. E. program.

In learning about the different jobs in the selected training stations, the coordinator will need to know the requirements for the jobs available, type of student desired, wage and hour and child labor laws, and the number of student-trainees desired by the business.

After getting the approval of the student's parents, the coordinator goes about the actual placement of students. Several methods have been used for this. Four methods are given in the text, Cooperative Occupational Education by Mason and Haines. They are as follows:

1. Allow all interested student-learners to apply to a specific training station.
2. Coordinator selects one student and others successively if first one is not hired.
3. Several students are sent for an interview.
4. Student finds his own training station.

Any of these methods could be used, but some have better qualities and give a much better way of placing students according to their career objective. The first method allows for a competitive employment situation and leaves the final choice with the employer. This method is fine if the employer can or will take the time to carefully interview each student and study each student's information folder. The second method is also highly desirable in that the coordinator selects a student in accordance with all the information compiled about the individual, and matches this student to a specific training station. The third plan is less desirable than the first and second in that the student is not matched to his career objective. The fourth method is the least desirable of all. This method suggests that the D. E. program is merely a work experience program during school hours. It is the duty of the coordinator to decide which students go for an interview. The coordinator should not send more than two or three students to a specific training station for an interview. The final decision should be left up to the training station as to whom to hire.

When a student goes for an interview at the training station he should be anticipating some questions and have in mind answers for them. It is very desirable to take time in the junior D. E. class to act out job interviews. This will give the student some experience in a similar situation to that which he will be facing when he goes to the training station. Also the other members of the class would observe the actions and reactions of a student being interviewed. If there is no junior D. E. class, the first day or two of school could be used in acquainting students with the job interview.

The student should take along a personal interest sheet to the training station. This will eliminate many questions and at the same time help the employer see what type person he is interviewing. In most cases after the interview the employer will fill out a rating sheet which will be a review of the student interviewed and will also give the coordinator an idea how the student appears to others.

After the student starts his on-the-job training it is important that a training memorandum be drawn up. This memorandum will contain the students work schedule and the responsibilities of all persons involved in the employment of the student.

Other facts which the parents, employer, and teacher-coordinator should consider are as follows:

1. Student's graduation requirements.

2. Student's schedule.

3. Number of hours to be worked in late evening or night.

COORDINATION ACTIVITIES

Coordination consists of those activities which bring job training and classroom teaching together in harmonious relationship for the welfare and progress of the learner.

The term coordination includes all activities relating to the adjustment of the student to the job. It enables the coordinator to make sure that the student uses on the job the facts that he is learning in the classroom, and, at the same time, provides practical problems and procedures for classroom study.

Purposes of Coordination Visits

The purposes of visits will vary with the individuals involved, as indicated below. However, in all cases these visits should be planned in advance through the use of the weekly planning calendar. They should at all times be purposeful, thus fulfilling the aims and objectives of the cooperative work-training program.

Purposes of the visit with student trainee

To become better acquainted with the trainee's current job.

To discover the weaknesses and strengths of trainee in the particular phase of work the trainee is doing.

To obtain information to be included in lesson plans.

To judge possible need for rotation of student on the job in order to prevent student getting in a rut.

To observe student ability as a basis for counseling on improvement.

To cement friendship and respect of trainee.

Purposes of the visit with student's employer

To obtain sources of instructional material and trade and occupational information to meet student need.

To learn individual management policies.

To become better acquainted with actual employment conditions.

To discover new training station possibilities.

To become more familiar with size of organization and nature of training possibilities than was possible in community survey.

To become familiar with trade terms and retailing conditions.

To follow up on training agreement--prevent exploitation of student as to wages, all-round training, hours, etc.

To check on progress of student and follow-up on findings.

To arrange for occupational adjustment of misplaced trainee.

To arrange for rotation of student on the job, if necessary.

To facilitate the relating of instruction to job training.

To check on effectiveness of job training and instruction given at school.

To keep employer in touch with the D. E. program.

Purposes of the visits with student's immediate supervisor (department manager, head of stock, buyer, etc.)

To determine the progress of student trainee.

To obtain supervisor's evaluation of trainee, using Progress Report as a guide.

To determine supervisor's attitude toward training students enrolled in program.

To determine in what part of the job trainee needs to improve the most.

To seek advice on handling of personal adjustment problems of trainee.

To give supervisor deserved credit for job of training the student, expressing gratitude for cooperation and time taken in helping student to progress.

Methods of Coordination

In order to keep close check on students' progress and to determine their training needs the coordinator should make planned contacts with students and their supervisors. These contacts will take various forms.

Observation

This is probably the first method to use. Keep it somewhat casual, for a student may be unnerved by an announced visit. Walk through the department and see at a glance if the student is properly groomed. Note whether the student is attending to work or if he is talking with other employees unnecessarily, lounging against the counter or chewing gum. Observe his promptness in greeting customers, his attention to customers' requests and other aspects of good salesmanship. Do not attempt to make corrections on the floor but arrange a time at school on the following day for a personal conference.

Shopping the Student

Simply ask questions about some merchandise or service. This method has value when students have mastered the initial routine and there is need to encourage the use of merchandise information in selling or to give intelligent answers to customer questions.

Conference

Once a month, or whenever needed, hold an individual conference with the supervisor of each student to discuss the student's progress. Continue to explain the program to the supervisor, allowing him to express his ideas and desires. Use this procedure in getting the rating scale filled out. This type of visit strengthens the feeling of the supervisors that they are an important part of the D. E. program and it also increases their interest in the individual student.

Hold joint conferences with student and supervisor from time to time. This has merit in that it helps to prevent misunderstanding and assures the student that both coordinator and supervisor are interested in his progress. The training program, rotation on the job, policies of the organization and other topics may be the subject of the conference.

Projects

Institute learning activities in which the student utilizes the training station as his laboratory. If a project program exists students should utilize projects which relate to the D. E. laboratory and the business community. Projects should relate to the students occupational area of interest. Examples of such projects are the preparation of organization charts, layout plans, merchandise information manuals, displays and advertisements and the conducting of field trips.

COORDINATION RECORD

Business Firm _____ SIC _____

Address _____ Phone _____

Manager _____ Phone _____

Sponsor(s) _____ Phone _____

Special Information: _____

_____

Student _____ Cooperative _____ Project _____

Started _____ Planning Record Reviewed _____

Termination _____ Reasons _____

Visitation Schedule

Date	Purpose	Persons Contacted	Action or Results

TRAINING AGREEMENTS

In distributive education the cooperative program is of the utmost importance. In order for a program to yield its greatest potential to the community and the parties involved, certain criteria on the fact of these persons must be established.

The following parties are considered to be a vital part of this program in that each has definite contributions which are essential for its successful functioning.

The Employer Agrees:

1. To provide regular employment (an average of 15 hours per week) throughout the school year for the student of his choice.

2. To try to rotate the student's work assignments so that the student receives training in several aspects of the business.

3. To counsel with and direct the student regarding means of improving his performance.

4. To evaluate or rate the student at regular intervals so that the coordinator may better direct the student's classroom instruction.

5. To pay the student at least the going wage for beginning employees.

6. To dismiss the student only for cause, and after consultation with the coordinator.

The Student Agrees:

1. To be regular in his work schedule.

2. To strive diligently to improve his performance both in school and on the job.

3. To obey all store rules and regulations.

4. To carry out all work assignments cheerfully, promptly, and to the best of his ability.

5. To accept suggestions for improvements in the proper spirit.

6. To be loyal to his employer.

The School Agrees:

1. To cooperate with the employer to the fullest extent possible.

2. To provide the appropriate learning environment and instructional materials.

3. To promote the mutual interests of the school, the employers, and the student.

The Coordinator Agrees:

1. To "coordinate" the learning activities of the student both in school and on the job.

2. To cooperate with the employer in all aspects of the training program.

3. To counsel, guide, and work for the improvement of the student.

A training plan should include the following:

1. Names of trainee, employer, business establishment, school training, supervisor, coordinator, and parents.

2. Dates of beginning and end of training period.

3. Statement of student's occupational objective, including a brief description of the skills, attitudes, and the information necessary for a worker in that occupation.

4. List of job activities that will contribute to the student's progress toward his career objective.

5. Brief outline of the instruction will be provided at school and on the job.

6. Responsibilities of the trainee, the employer, and the school to the program of training.

It is imperative that the formation of a training agreement be given the utmost consideration, as it is the guideline for the establishment and functioning of your cooperative program. The coordinator is to remember that this is an agreement and not a contract.

The coordinator should prepare five copies to the Tennessee training agreement to be distributed as follows:

1. Original to coordinator
2. Copy to cooperative employer
3. Copy to student
4. Copy to regional supervisor
5. Copy to superintendent

A sample copy of the Tennessee training agreement can be found on page 80.

001-00150
09-71-025M

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
CORDELL HULL BUILDING
NASHVILLE, TENNESSEE 37219

COOPERATIVE TRAINING AGREEMENT

This Cooperative Training Program is organized to provide _____

with instruction and training in the occupation of _____ Code _____

City _____ School _____ Teacher-Coordinator _____

PLACEMENT INFORMATION

Student-Learner's home address _____ Tel. No. _____

Male ___ Female ___ Grade ___ Social Security No. _____ Date of Birth _____, 19___

Age last birthday _____ Evidence of age accepted (list) _____

Health record signed by Dr _____ showing physical fitness for prospective employment

Date entered Cooperative Program _____, 19___ for school year 19___ - ___

Training Agency _____ Address _____ Tel. No. _____

Contact Person _____ Date of Placement _____ Length of Training _____

Period ___ year(s) Starting Wage $ _____ per hour from _____ 19___ to _____ 19___

Time class meets _____ A.M. P.M. to _____ A.M. P.M.

EMPLOYMENT SCHEDULE

DAY	TIME ON DUTY	TIME OFF DUTY	TOTAL HOURS WEEKLY	
			On the Job	In School
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
		TOTAL		

A Training plan or Schedule of Processes, including unit on Safety, for this student is on file in the Teacher-Coordinator's Office.
Yes _____ No _____

We the undersigned, understand and agree to meet the requirements for the program as provided in the Operational Procedures and Minimum Standards for Vocational Education in Tennessee

Training Agency _____ Student-Learner _____

Parent or Guardian _____ Teacher-Coordinator _____

School Principal _____ Regional Supervisor _____

Copies to: State Office
Regional Office
Training Agency
School
Student

Date of Approval _____

TENNESSEE VOCATIONAL PART-TIME CO-OPERATIVE TRAINING PROGRAM

COOPERATIVE VOCATIONAL EDUCATION PROGRAMS STATE BOARD OF EDUCATION

Cooperative Vocational Education Program means a cooperative work-study program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternating in-school-study with on-the-job experiences in a recognized occupation. These two phases must be planned and supervised by the school and employers so that each contributes to the student's education. Work periods and school attendance may be on alternative half-days, full-days, weeks or other periods of time in fulfilling the cooperative vocational education work-study program. Programs will be administered by the State Board or through a local educational agency and should be organized and conducted with the advice and counsel of an advisory committee consisting of representatives of employers and employees of the community.

A local school system may conduct a Cooperative Vocational Education Program in a single occupational area such as: Distributive, Agriculture, Trade and Industrial, Office Occupations, etc., or a combination of two (2) or more occupational areas.

Students at least sixteen (16) years of age may be considered eligible for enrollment. Two units of high school credit per year may be granted for the combination (related vocational instruction in the school and the on-the-job training) phases of cooperative programs. A minimum of two (2) units may be presented for graduation.

A qualified teacher-coordinator shall head up the program. The Coordinator must be free to carry out on-the-job coordination duties during the school day.

The following standards will be met by each Cooperative Vocational Education Program in providing on-the-job training:

1. Training shall relate to existing career opportunities.
2. The student-learner shall not displace other workers who perform such work.
3. The training agency will employ and compensate student-learners in conformity with Federal, State, and local laws and regulations and in a manner not resulting in exploitations of the student-learner for private gain.
4. A written training agreement on approved forms shall be drawn up for each student-learner, which sets forth the specific training time schedule, including daily hours of employment; that the employment is incidental to his training, is to be intermittent and for short periods of time; that he is to be under the direct and close supervision of a qualified and experienced person; that safety instruction shall be given by the school and correlated by the employer with on-the-job training; and any other special provisions, applicable to the specific student-learner's training program.
5. The student-learner is to be given the opportunity to progress through the various phases of the occupation under direct and close supervision of a qualified and experienced person.
6. Training shall be conducted in accordance with the requirements of the Tennessee Child Labor Law.
7. Programs will be carried out in a manner consistent with applicable provisions set forth in the State Plan.
8. During the time in school, the Cooperative Programs are to be organized to provide each student-learner with:

   One (1) or more regular class periods per day of related vocational instruction in classes limited to cooperative students by the Coordinator or a qualified related subjects teacher.

9. In no instance shall a student-learner spend more than forty-eight (48) hours in school, combined with on-the-job training and work, in any six days out of seven consecutive days.

DEPARTMENT OF LABOR

THE TENNESSEE STATE DEPARTMENT OF LABOR PROHIBITED OCCUPATIONS FOR CHILDREN UNDER EIGHTEEN

SECTION 5. (a) No child under the age of eighteen (18) may be employed in or in connection with the following:

(1) Manufacturing, transporting, storing, or use of explosives;
(2) Mining, logging, or quarrying operations;
(3) Driving a motor vehicle; except, however, persons sixteen (16) years of age or older, when licensed as required by law, may drive a motor vehicle in the course of their employment during daylight hours;
(4) Any occupation involving exposure to radioactive substances, lead or its compounds, or to dangerous or poisonous acids, dyes gases, or chemicals;
(5) Any occupation where intoxicating beverages are manufactured, bottled, or served for consumption; or
(6) Operating or maintaining any hazardous power driven machinery.

The Commissioner of Labor shall promulgate regulations more specifically defining what employment is permitted or prohibited by this subsection for children under eighteen (18) years of age. The Commissioner of Labor, if he deems it necessary, may enter into an agreement with the State Board of Education relating to student-learners which would permit them to be employed in certain occupations which are prohibited under this Section.

(b) The Commissioner of Labor is authorized to investigate and determine occupations not already prohibited by law which are hazardous or injurious to the life, health, safety, or welfare of children under eighteen (18) years of age. In making such determinations, the Commissioner of Labor shall give public notice and afford an opportunity to all interested persons to appear and offer evidence at a public hearing in connection therewith. The Commissioner of Labor shall have the authority to issue general rules or special orders prohibiting occupations or employments so found to be hazardous.

Exceptions to the above prohibited occupations applying to student-learners between 16 and 18 years of age: Sub-sections 4-6 shall not apply to a student-learner between sixteen (16) and eighteen (18) years of age, enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local public educational authority; provided further, that such student-learner be employed under a written agreement on forms furnished and approved by the Commissioner of Labor which shall provide that the work of the student-learner in the occupations therein declared hazardous, as provided by sub-sections 4-6 shall be incidental to his training, shall be intermittent and for short periods of time, and shall be under the direct and close supervision of a qualified and experienced person; that safety instructions shall be given by the school and correlated by the employer with on-the-job training; and that a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Such a written agreement shall carry the name of the student-learner, and shall be signed by the employer, the student-learner and his parents or guardian, the school coordinator, and the appropriate supervisor of vocational education or his representative. This exemption for the employment of a student-learner may be revoked in any individual situation wherein it is found that reasonable precautions have not been observed for the safety of the student-learner, or that the employer of such student-learner has not complied with other provisions relating to the employment of minors as set out by Sections 7 through 9 of the Child Labor Act. In no instance shall a student-learner spend more than forty-eight (48) hours in school, combined with on-the-job training and work, in any six days out of seven consecutive days.

Footnote: These exemptions apply only to student-learners engaged in a bona fide cooperative program conducted by a public school meeting the standards of the Tennessee State Plan for Vocational Education and the Rules and Regulations of the State Board of Education.

Inquiries regarding this program should be addressed to the Assistant Commissioner of Vocational Education, Division of Vocational Education, Cordell Hull Building, Nashville, Tennessee 37219.

NOTES

1. The training agency agrees to employ the above named co-op student-learner; to provide on-the-job training as set out herein and the schedule of processes attached to and made a part of this training agreement, for the expressed purpose of his or her learning the manipulative skills and acquiring experience in the occupation of _____.
2. The student-learner is to be given the opportunity to progress through the various phases of the occupation under direct and close supervision of a qualified and experienced person.
3. The training agency agrees not to discharge any regular employee because of additional services that might be rendered by the student-learner while in training.

TRAINING SCHEDULES

One of the more important steps in the establishment of a training station is preparing a schedule of training experiences. The training schedule gives a step-by-step plan for the student to follow during the school year at his training station. The schedule also shows the employer an outline he should follow to help the student learn and lead him toward his objective. It is recommended that the schedule of training experience be attached to the training agreement with the employer.

The Need for Complete Understanding

Students' needs have been referred to many times. One of these is bonafide on-the-job training. Training of this nature should be orderly and not a haphazard work experience. Even though on-the-job training is a vital part of the total program, it is not well understood by many coordinators or employers. With the lack of instructions on the coordinator's part, the on-the-job training may lack direction.

It is the responsibility of the coordinator to analyze occupations and schedule training for the student and supervisor to follow. Analysis of this type should be done for each student. Although the analysis is the work of the coordinator, it should be carefully discussed with the employer.

Explanation of the Schedule of Processes

For training to be beneficial, there must be a training schedule to be followed on the job. This schedule becomes a guideline for this particular trainee while he is on the job. To get the student started in the "right direction," this schedule should be completed within four weeks after training has begun.

In some instances where the coordinator is not familiar with the occupation, assistance may be necessary before analysis of the job is complete. The supervisor or merchant can be of valuable help in this analysis. Conflicts with the supervisor's work should be avoided. Involvement of the student may be during the analysis in the training agency or during a private conference at school. When a schedule is complete, it should contain the instructional units that the student is expected to learn on the job. In addition to on-the-job schedule, the coordinator may wish to include in this plan what will be taught in the vocational class.

Preparing a training plan may vary from student to student, depending on several factors. These schedules should be varied to meet the career objectives of the students. Some types of jobs require only two or three types of experience, whereas other jobs will need as many as six or more areas of experience on the job during the year.

Requirements of a Good Training Schedule

1. The schedule should specify the approximate amount of time to be spent on each job, in each department, or on each process.

2. The schedule is not a detailed job analysis but rather an outline of the trade or occupation in its simplest form.

3. The schedule should be made to cover a training period equal to the time to be put in by student trainees on their jobs.

4. The schedule of processes may be attached to the training agreement or made part of it, to begin with.

5. The schedule should be used and followed by the employer. He should see that the students are moved from job to job progressively.

6. For many students it may be advisable to revise this schedule later in order to meet changing needs on the job.[1]

Standard Schedules

Standard schedules are sometimes available from some state departments. These standard schedules have been worked out with great detail and time, and they will generally cover all phases of the cooperative occupation. These may save time and fill in where a teacher is not thoroughly familiar with a particular business.

To use a standard schedule, the coordinator takes it to the employer who simply checks those areas in which his business can offer training.

Progression With the Schedule

Another problem that will face the coordinator is to see that the training station follows the schedule. To help prevent a clash between the coordinator and supervisor, the schedule should be referred to frequently. If the trainee is not following this schedule and the coordinator is aware of this, then attention should be called to the employer that he is not carrying out his part of the agreement.

Some coordinators work through the students to determine the progress of the trainee. They may be in the best position to determine needs for learning a job. If the original schedule does not allow enough time for learning a job, then this fact should be mentioned to the employer

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[1] Work Experience in High School, by Wilson H. Ivins and William B. Runge. New York: Ronald Press, 1951.

and changes made. In some cases where the student has a good working relation with the employer, he can suggest the change. The coordinator should, however, use caution in letting students do the recommending.

Points to Consider in Preparing and Using the Schedule

1. Draw up a workable form suitable to student, employer, and coordinator.
2. Make schedule flexible.
3. Use schedule for evaluation.
4. Use schedule to give directions to the student.
5. Keep schedule on file in classroom.
6. Give student and parents a copy of training.
7. Give a copy to supervisor if he is other than person helping draw up schedule.

HOME VISITS

A well-developed program for distributive education is one that uses a wide range of activities to keep the entire public and community informed on the D. E. program. One of the most beneficial activities in maintaining a good relationship with the student and his parents is the home visit.

The purpose of this section is to help acquaint the D. E. coordinator with the usefulness of the home visit and set up definite procedures to be followed in carrying out home visits.

The home visit, if carried out properly, is a two-way process with both the parents and coordinator learning about each other. The primary difference in the home visit and most other activities is that the coordinator will do most of the learning. The objective of a home visit is to learn as much as possible about the student and his parents' concern for the D. E. program.

The coordinator profits from a home visit in three main ways. (1) Parents will talk more freely in their home surroundings, because they are more at ease; (2) The coordinator has the opportunity to see just exactly what the physical surroundings, and to some extent, total home environment of the student are; and (3) The coordinator can find the extent of the interest and understanding of the parents and their attitude toward their child's entering the program.

Because the physical and social environment of the home is often one of the most revealing aspects concerning the behavior of the student in various situations, they should be observed closely during a home visit. Seeing the actual conditions, is worth more than a thousand descriptions of them.

It is a basic truth that in most instances the attitudes and interest of the student will be no greater than the attitude and interest of the parents. The child wants to know that someone cares about him and is interested in what happens to him. The coordinator can get a definite idea from the home visit if it will be necessary to provide an incentive for the student or if the incentive will come from the home.

Parents must understand the program if they are to cooperate with it. The student should understand the program so well that he can already explain it to his parents, but it is the job of the coordinator to be sure that they understand the program as a whole, not just from the viewpoint of their child.

A good attitude toward the program usually follows understanding it. It is the job of the coordinator to ascertain the parents' attitude toward the program. Do they feel the program will be effective in preparing their child for his career objective? Do they feel the coordinator and school are of a quality to offer a worthwhile program?

If the parents have a favorable attitude toward the program, they should be willing to cooperate with the program, the coordinator, and their child. Generally speaking, this cooperation is the factor which ultimately decides the fate of this student in the D. E. program. Parents must be willing to give the child time to work, to do more of the home chores themselves, to let him use the family car for transportation to and from work, and to stand behind him when he encounters difficulties.

There are certain principles and procedures that should be observed by the coordinator in making home visits, if these home visits are to be successful in reaping the benefits stated above. They are as follows:

1. Know something about the family before making the visit, if possible. Are they new in your area? Have they other students in the school or the program? Do the parents take part in school-related activities, such as the PTA?

2. The visit should be scheduled in advance at a time to see both parents, and at such a time that it will not interrupt home and family plans.

3. Do not overdress, be friendly, and above all, be prepared to accept all types of living conditions <u>calmly</u>.

4. Encourage the student to be present at the beginning of the visit. He should be helpful in starting the visit off well, being the link between the parents and the coordinator. If

possible, part of the conference should be held while the student is not present. The parents, and coordinator, may wish to discuss some matters best unknown to the student. The coordinator should never ask the student to leave the room, however, as this would arouse resentments.

5. Start off with positive statements about the student and try to keep the visit on a positive level. The parents may criticize the student, but would deeply resent any open criticism from the coordinator.

6. Try to get a reaction about the information and material you present about the distributive education program. The degree of understanding of the parent can be determined only if they react to this information. Keep the parents an active part of the conversation.

Some of the techniques used to keep the parents involved are simple. One of the most effective is to pause, or stop talking entirely, thus putting the initiative on the parents to break the silence. Another method is to ask questions concerning the information just presented, such as "What do you think of the on-the-job training idea, as we use it in distributive education?" or "How will this affect your family schedule?"

7. Encourage the parents to ask questions about the program. Delay making suggestions yourself, and let suggestions come from the parents.

8. If you have printed brochures relating to your D. E. program, leave one or two of these with the parents. They can refer to these later on certain aspects of the program which they are not sure about, and can also give them to friends or neighbors who may want to know about the program.

9. Try not to appear to be on a strict time schedule. The parents should be made to feel that their child is of utmost importance to the coordinator and that he is willing to devote any amount of time to talking about this child. If the parents do not feel the coordinator is in a hurry, they will often volunteer information about the child, or ask additional questions. However, the home visit should not be allowed to drag on after it should be finished.

   Remember, this is the parents' home, and the length of the visit should be controlled by the amount of time the parents wish to spend, not the amount of time the coordinator is allotting each child.

10. Talk about the rules and regulations of the D. E. program, especially rules pertaining to the parent or student responsibilities.

11. Talk about the importance of the student taking part in the club program, and explain what DECA is and what its purposes are.

12. Extend an invitation to the parents to visit the school and the D. E. classroom.

The information obtained by the coordinator during home visit should be recorded in duplicate. One copy is placed in the student's folder for future reference by the coordinator and one copy is placed in the student's cumulative folder in the central office of the guidance office. This report should be done in an effective manner to cover the visit well. It may be done in a narrative style, but a prepared form is the more effective method of making sure that all points are covered in the recording of the home visit. A form which could be used for this purpose is shown on page 88. It should be completed after leaving the parents' home, never during the visit. The coordinator must always use discretion in deciding what to include in the report.

PUBLIC RELATIONS

The success of distributive education depends upon the attitude of the public and its willingness to support the program. If a program is sound and beneficial to the community, the school, and the students, the community should be told about it. A combination of a well-operated distributive education program and good public relations will win the respect and support of the public.

An effective public relations program should be based on the following principles:

1. They must be positive in nature.
2. It must be a continuous program.
3. Public relations must be honest in both intent and execution.
4. The program should be comprehensive in character.
5. It must be simple in meaning and conception.
6. Public relations should be sensitive to the attitude and level of understanding of the public.[1]

Public relations must, as expressed in a popular song, "accentuate the positive, eliminate the negative." Denials of statements about what the program is not doing and contradictions of public viewpoints must be replaced by specific positive information about the operation of the distributive education program.

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[1] American Association of School Administrators, Public Relations for America's Schools. 28th Yearbook. Washington: National Education Association, 1950.

HOME VISITATION RECORD

(Record Only After Visit)

STUDENT NAME _____ Class _____

Parent (or Guardian) _____
(Circle which)

Relationship (if not parents) _____

Home Address (or location) _____

Date and time of visit _____

1. Reason for visit:

2. Comments:

Public relations should be planned for a year in advance, so that the effectiveness of the distributive education program is shown the year round, rather than on special occasions, such as DECA week.

The public relations must be kept completely honest at all times. Any misrepresentation not only gives the public an unfavorable taste over the present but tends to cause people to doubt future public relations efforts.

A public relations program must be comprehensive enough to cover all phases of the distributive education program, classroom instruction, on-the-job training, adult program, and the DECA program. At the same time it must be simple enough that the segments of the public who have no knowledge of distributive education can understand the program.

The public relations program must be kept in tune with the attitude of the public. It must be based on how much the public knows and understands the distributive education program. With this knowledge the public relations program can be kept as simple or complex as needed to be effective.

Public relations can only be as good as the distributive education program from which they originate. Public relations are not intended to, and can never, take the place of a well-planned, well-operated, and well-coordinated distributive education program.

The public is not one vast group with identical knowledge and interest in distributive education, but is many groups, each with different attitudes and knowledge, and each with a different potential for helping to further the objectives of distributive education. Various groups, or publics, to be considered in public relations for distributive education are as follows:

1. Students
2. Faculty and administration
3. Parents
4. Businessmen
5. Merchant organizations
6. Trade associations
7. Government officials

Our public relations begin in the classroom. Students who have seen what distributive education is doing for them and graduates who know how valuable it has been to them are the basis for good public relations. Make the program of so much value to the students that they cannot help telling other students, faculty members, parents, and neighbors how much the distributive education program has helped them.

Students Not Enrolled in D. E.

In order to further public relations with students outside the D. E. class, the following activities are suggested:

1. Report activities of your classes to the school paper.
2. Sponsor assembly programs telling about the D. E. program and let your D. E. students plan and execute the assembly program, preferably without your being on the stage.
3. Give publicity to successful students and graduates.
4. Arrange for talks to eighth, ninth, and tenth grades about careers in distribution.
5. Use bulletin boards and exhibits for display.
6. Keep the classroom clean, attractive, and conducive, to learning.
7. Arrange for other students to visit your department.
8. Plan career-day activities to show job opportunities in distribution.
9. Prepare materials describing your course offerings.
10. Glamorize career opportunities in marketing.
11. Publicize club activities and have students dress up for club meeting days.

Faculty Members

Other members of the educational team are the next public to be the target of public relations. Good public relations with the faculty flow out of mutual respect and understanding. Keep both ends of the street open so that the channels of communication between you and the rest of the faculty are not blocked. The D. E. coordinator must keep his fellow faculty members informed of his duties to avoid being the subject of unwarranted criticism. So that he will not be resented as having a light schedule of work, he must make the faculty aware of the fact that the hours spent in the high school classroom represent only a small part of his job. He must make them aware of his responsibility to supervise students on the job; to make surveys of the stores; to attend the advisory council meetings; and to arrange for adult education classes. The principal can be kept informed to a great extent by a weekly calendar and other records. The following suggestions may be helpful in attaining good public relations in the school.

1. Take time to explain to the faculty just what D. E. is.
2. Be at school on time and let other faculty members see you.
3. Take your part of the total faculty responsibility.
4. Be ready to assist other teachers when asked.
5. Let it be known that you will speak to other classes on matters related to distribution and marketing.
6. Be on hand for social events and school programs.
7. Avoid asking for special privileges for your D. E. students.
8. Follow school rules yourself.
9. Be interested in the success of every part of the school.
10. Bring out the role played by other subjects, such as math, English, and speech in the success of D. E. students.

Parents

Another very important public to the D. E. program are the parents of the D. E. students. Public relations with parents may be developed by the following methods:

1. Visit the parents of your students at home.
2. Invite the parents to the school, through open houses, special events for parents of DECA members, etc.
3. Keep in touch with the parents on a regular basis.
4. Take an active part in PTA activities.

Home visits help to cement friendly relationships with the parents, and at the same time give the coordinator much valuable information about the home situation and problems of the student. Home visits are covered in detail on page 84.

When groups of parents are invited to the school, try to talk to each student's parents individually.

Parents should have a report of some type, not necessarily grades, on how well their child is progressing in distributive education. This should be on a regular basis, and the parents should never be allowed to think they are contacted or reported to only if their child is in trouble or having difficulty of some type.

PTA activity is helpful, not only in parent relations, but also in faculty and administration relations. Take part in this activity and present a PTA program on distributive education through the use of your students, or if possible, have some of the parents of your students take part in this PTA program.

Area Businessmen

The businessmen and merchant organizations may be reached through the mass media, through use of advisory committees, and through the employer-employee banquet.

Membership in civic and businessmen's clubs, such as the Chamber of Commerce, Lions, Civitan, Jaycees, and other clubs of this type is a valuable asset to the coordinator in keeping the program before the business community.

Another method that has proved successful in good public relations is a Sunday Tea during National DECA week for the employer, parents, and students. Still another suggestion is to send letters of appreciation to the businesses employing D. E. students, either from the student employee, or the coordinator.

Another method of public relations which is often overlooked in this age of mass communication is the age-old, but still reliable, personal contact. Nothing can do a better job of selling distributive education than personal contact with people of all parts of the business community. In other words, a full-time effort on the part of the coordinator to tell everyone he sees about the benefits of distributive education.

Public relations tools do not have to be expensive or flashy. Every coordinator has bulletin boards available to him, and they can be a most effective tool for public relations. Some of the pointers to keep in mind are:

1. Keep it simple. Let dominant idea stand out clearly through use of larger type, color, or white space.

2. Use dignified but modern type, or hand lettering.

3. Use color wherever possible.

4. Avoid amateurish lettering and artwork.

5. Try to have a picture or drawing to attract attention.

Another area which is a natural for D. E. teachers is an exhibit. To be effective, exhibits must be carefully conceived and well-planned. The coordinator should use ingenuity to take advantage of many places for exhibits. A look around the school will show possibilities--in the corridor, auditorium, gymnasium, office, school store. A look at the community--store windows, city hall, library, lobbies, factories, banks. Not to be overlooked are state fairs or youth meetings. Here are some hints for effective exhibits:

1. Keep it simple, direct and uncluttered.

2. Avoid showing too much.

3. Don't use many statistics.
4. When possible, station someone with the exhibit to further explain the program.
5. Have a good lighting and suitable background.
6. Change the display before it becomes stale.

The coordinator of a relatively new program will probably be asked to make talks to groups about distributive education. It is best to have well-prepared students to present the majority of the talks. However, when the coordinator is to make the speech, he should be equally well prepared. Knowing how to prepare a speech and how to deliver it is a must in public relations. The following pointers may be of help:

1. Be direct and straightforward. Have something to say and say it.
2. Put your audience at ease by being at ease yourself.
3. Know what you are talking about and speak with authority.
4. Speak clearly and concisely. Simple English is far easier to listen to than long words and long sentences.
5. Make an outline for delivery which shows a few key points and can be easily followed.
6. Begin with an anecdote, story, joke or quotation about your program.
7. Find out ahead of time as much as you can about the group so you can make your talk more meaningful to them.
8. Keep a file on materials, ideas, news clippings, etc., to be used in preparing a talk.
9. Don't talk too long.
10. Don't use the same talk over and over, even for different groups.

One of the principal mediums of mass communication is the newspaper. Newspapers are in business to print news and your job is to get to the press in such form that the papers will carry it. News is anything that happens which affects the lives, or commands the worthwhile interest of a great number of people. If the news for the D. E. program is worthwhile and important to the general public, it will be accepted for publication. The problem is to know how to write and what to write about. Look at your program for public interest stories just begging to be told through the newspapers. Some items worthy of mention are:

1. Instructional program
2. Participating businesses
3. State leadership conference
4. Outstanding speakers for your local club
5. Tours, competitions
6. Election of DECA officers
7. Accomplishments of individual D. E. students

8. DECA awards won or awards given
9. Scholarship awards
10. National DECA week
11. Any other events of general interest

In writing a news release, remember the points that must be covered in all news stories: WHO, WHAT, WHEN, WHERE, WHY, HOW. All these points should be covered in the first sentence, or at least in the first few lines. The lead sentences capture the attention of a reader or listener and make him want to know more. The details of the story follow with each succeeding paragraph of declining importance. The story should be written in such a way that it can be cut from the bottom without hurting the story.

News stories should be brief--short words, short sentences, and short paragraphs. Two sentences may make up a paragraph. Every item should be checked for accuracy, pointing up the importance of giving exact dates, names, places, or time.

The following suggestions will help in preparing releases for newspapers:

1. Material should be typed, double-spaced, on 8-1/2 x 11 paper, with wide margins.
2. Name, school, organization, and date at top of the paper.
3. Do not write a headline, but you may put down a subject.
4. Drop down and leave space for the editor to put in a headline of his choice.
5. Put the time and data of release at the top of the page.
6. End each page at the end of a paragraph.
7. Use "non-educational" language.
8. Use short sentences, short words, short paragraphs.
9. Paragraph, punctuate, and spell properly. Avoid slang, abbreviations, adjectives and wordiness.
10. Meet deadlines. Delivery by hand is best.
11. If there is more than one paper in your community, send releases to each to avoid playing favorites.

A sample news release can be found on page 95.

Another of the most widely used media of mass communication is the radio. A news release should be written according to the same criteria as a newspaper news release, using the same suggestions. The sample news release on page 95 can be used for radio as well as newspaper.

A well-developed publicity program will result in a better understanding of distributive education. Local businessmen will more readily cooperate with the D. E. program after informative publicity has been given the D. E. story. Publicity will foster more enthusiasm and interest in D. E. on the part of other students and faculty in the school. The community as a whole will gain a more appreciative understanding from news stories which honestly reflect the true picture of the D. E. program.

The coordinator has other media he may use to reach the various publics. Among these are television, magazines, handout materials, and commercially produced movies. "Distributive Education 'Tell It Like It Is,'" a twenty-eight minute color film, is available on a free loan basis from Sears Roebuck & Company, Skokie, Illinois 60076.

The basis for all public relations must be a good, sound, well-operated D. E. program giving service to the community. In all aspects of public relations the coordinator must be certain that he builds on the firm foundation of a good distributive education program in his own high school.

SAMPLE NEWS RELEASE

Distributive Education
John Smith, Teacher-Coordinator
Timbuck High School
Timbuck, Tennessee

FOR IMMEDIATE RELEASE

State winners in eight competitive events were announced today at the conclusion of the Tennessee DECA Leadership Conference held in Nashville. Awards were made to first, second and third place winners. Those winning first place honors will compete for national recognition at a conference to be held in Chicago in April.

The state winners were _____.

Distributive Education Clubs of America serves to supplement instruction which high school D. E. students receive in the classroom and through on-the-job training. Through its many activities, DECA helps to develop various talents among its members to develop desirable traits required of those engaged in marketing and distribution.

SAMPLE RADIO PROGRAM ON DISTRIBUTIVE EDUCATION

Introduction of D. E. students giving their career objective (training sponsor?)

Short talk with D. E. students by announcer.

Interview of group-suggested questions

1. What is distributive education?
2. How does a high school D. E. program operate?
3. What other subjects do students take while taking D. E.?
4. Who is eligible to take D. E.?
5. How are students selected?
6. How many credits may be earned?
7. Are students paid while taking their on-the-job training?
8. What are some of the advantages or benefits in a D. E. program?
9. What training is required of the D. E. teacher-coordinator?
10. How many schools offer Distributive Education?
11. What are the plans for expanding D. E.?
12. What is DECA?
13. How does DECA fit into the D. E. program?

SUMMARY

Recruiting and selecting students for distributive education are important aspects of the coordinator's job, for these students are the foundation of a sound program. Select students alone, however, do not make a quality program. The coordinator must be sure that the work laboratories, or training stations are just as select as the students. In the training station, there should be provision for a well-defined training plan---an agreement between the agency and the coordinator as to what the student will train to do.

After the student has been placed with a training station, it is the coordinator's responsibility to see that the employer assigns the student a sponsor and to assist, whenever possible, that sponsors in carrying out the training agreement.

VII. INSTRUCTION

The distributive education program prepares individuals for careers in wholesale, retail, and service establishments. It also provides practical training and experience for persons who plan to continue their education in marketing, merchandising, and related distributive fields.

OCCUPATIONAL COMPETENCIES REQUIRED

The occupational competencies required for distributive employment fall into four categories:

1. Marketing - this area consists of when a person engaged in distribution has demonstrated accomplishment in the performance of one or more of the functions of marketing: selling, financing, buying, transporting, marketing research, storing and managing. While the immediate job responsibility is generally centered on one of these functions, an accomplished worker has understanding and appreciation of all the functions within the business enterprise. Out of these functions and supplemental understandings about distribution comes the body of knowledge which is called the discipline of distribution.
2. Social skills - this area involves when a person engaged in distribution has a set of personal characteristics which are vocationally relevant. Distribution is characterized as being people-oriented, not machine-oriented, and as such human relationships are of major importance. Personal appearance, traits,

and attitudes comprise this social competency which becomes a qualifying factor in employment.

3. Basic skills - the person engaged in distribution makes constant application of the basic skills of communications and mathematics to his employment situation. The whole field of distribution revolves around communications. This fact places a premium on one's facility with these tool subjects as a basis for initial employment and promotion in distribution.
4. Product and service technology - a person engaged in distribution is closely associated with a specialty, typically a product or service. The degree of success is dependent upon the knowledge he possesses of this specialty which, in view of the growing complexity of products and services being produced in the economy, is referred to as product technology. A functioning knowledge of this technology, whether it be furniture, insurance, fabrics, automobiles, petroleum or data processing equipment becomes the focal point upon which other knowledges and skills are applied.
5. Distribution in the economy - students in distributive education need to have an understanding of basic economic principles. These understandings are related to the above areas of instruction which makes up the "whole" program of instruction. Under distribution in the economy students receive an understanding of the channels of distribution, distribution in a free enterprise system and career opportunities in distribution.

METHODS OF INSTRUCTION

Distributive education is taught by one or a combination of two principal methods of instruction, the cooperative method or the project method.

The Cooperative Method of Instruction - the cooperative method of instruction is a program which combines vocational instruction in the classroom with supervised and coordinated on-the-job training related to the distributive occupational field in which the student is preparing for employment.

The objectives of cooperative training are:

To provide the student participating in this method an actual real life situation in which he might apply instruction learned in the class.

To be directly and strictly supervised so as to obtain correct procedural knowledge immediately from skilled supervisors.

To provide the business community with an opportunity to directly participate in the preparation of our youth for gainful employment.

To provide a communication link between what is taught in the classroom and what is applied on the job.

The cooperative method of instruction is centered around student training agreements. These training agreements are contracts between the student and the employer as to what types and areas of training the student will receive while on the job. While these contracts are not of a legally binding nature, they do provide guidelines to keep the student on his main course of objective within the training station.

Cooperative students of distributive education are provided actual real life experiences from which he can profit. Cooperative training provides that element of being able to handle the unexpected which

actually exists on the job but never exists in the classroom. Additionally, because students are paid the prevailing wage rate for their time and effort, they are permitted to actually feel the responsibility of any other paid employee.

Competition in cooperative distributive education can be a keen experience for the student-learner. Student-learners because they are also employees, take on the competitive nature of the business for which they are working. In addition, student learners may obtain a competitive air with his working associates through such means as sales contests, bonus contests or awards programs. By participating competitively, the student-learner can obtain a view of the real world of work pressures which employers must face daily.

The cooperative method of instruction provides a variety of activities required of the teacher coordinator.

1. In cooperative training, the coordinator is normally provided from 10 to 15 hours per week to visit student on the job to provide the necessary supervisory and instructional services needed by their students.
2. In cooperative training, the coordinator is required to spend more time with his training sponsor since they are partners in the learning experiences of the student.
3. In cooperative training, the teacher coordinator is required to keep abreast of the business world and its requirements in order to keep fresh material before his students and to prevent obsolence of instruction before the student has even had time to apply his knowledge. Because cooperative training requires constant business contact, it is not a difficult task for an

aware coordinator to make full use of his visits and listen to his employers and what they are saying so that he might channel his instruction in new and more relevant manners.

4. The cooperative method of instruction, as all methods of instruction should be evaluated on a regular basis in order that effective areas of the cooperative program might be maintained and the ineffective areas of instruction might be improved.

Because cooperative distributive education is a partnership with the community employers, employer participation is considered essential to its effective functioning. Employers, as a partner, employ; train; and supervise their students. Because employers of the cooperative method of instruction are in a situation where direct observation of the student is basic, he is able to tune in on student potential demonstrated while the student is on the job.

THE PROJECT METHOD

The project method of instruction is a participation experience program which combines vocational instruction in the classroom with supervised and coordinated laboratory activities related to the distributive occupational field in which the student is preparing for gainful employment.

The objectives of project training include:

1. The ability to extend classroom instruction into a laboratory environment which provides learning experiences individualized to the student, his abilities, and his occupational objectives.

2. The ability of the teacher-coordinator to have direct control of the pace and nature of the laboratory activity so that more individualized needs can be met.
3. The ability to relate classroom instruction in a practical manner through laboratory participating experiences and is particularly helpful in rural programs where cooperative training stations would be at a minimum.

In the project method of instruction, students, instead of having a training agreement with an employer, have a contract agreement with the teacher-coordinator to do a number of planned activities called projects. These learning projects, instead of being one long project of a lengthly duration, usually consists of numerous projects centered around the student's interests and abilities and may even include multiple seasonal job placements for short duration.

The nature of the student's experience in project training is of a compact nature since the laboratory experiences are of a simulated nature. In addition, because project training is centered around the student, projects are entered upon at the student's readiness enabling him to succeed as much as possible. However, because project students are not limited to a day to day routine, often experienced in the cooperative method, they may explore capacities in their career objectives field beyond those generally associated with their age or future beginning jobs.

Competition in the project method of instruction may also be keen. In the project method as well as the cooperative method, competitive activities are planned to enable the student-learner to make quick and important business decisions to obtain competitive advantage. Unlike cooperative students, however, project students will tend to compete with

one another as students since their seasonal job projects afford them little time to feel competition and loyalty for their temporary job. The project method does provide students with inner competition and challenges to be creative and innovative which often times is stiffled in a cooperative student when on the actual job.

The teacher-coordinator of a project program shares many similar responsibilities as the teacher-coordinator of the cooperative program.

1. Five to ten hours per week is usually considered justifiable time to coordinate a project program. The fewer number of coordination hours stems from the fact that long periods exist when the students will remain within the school which eliminates much traveling.

2. The teacher-coordinator of the project program has no actual business partner counterpart thus making the teacher-coordinator both training sponsor and teacher-coordinator.

3. Teacher-coordinators in the project method must be particularly strong in applying learning theory to actual student participating activities.

4. Teacher-coordinators, in preparing student projects should be adept at appraising student readiness, identifying student competencies to be developed, determining behavioral objectives to be obtained, describing essential learning, and specifying levels of achievement.

5. Teacher-coordinators of the project method need to know to a greater degree, the availability of printed materials, media materials, and essential up-to-date marketing equipment.

6. Teacher-coordinators of the project method should spend much time in evaluating their program. Not only must they evaluate their own

instruction, but the pros and cons of each individualized project assigned to each student.

Employers involved with a project method of instruction play a much more limited role. Instead of being full partners to the program they become more of a consultive type of employer whose information and communication provides teacher-coordinators with a basis upon which to design relative projects. Employers, however, of a project program, because they are not obligated to employ a student for any length of time, may be able to provide short more numerous projects of a concentrated but essential nature. Employers generally are being asked to play a more significant role in dealing with our youth. Providing services to a teacher-coordinator which might assist him in his projects is one means employers may put in an active hand.

IMPLEMENTING INSTRUCTION

Teaching is not an easy task and what determines a good teacher is difficult to define. Two teachers of identical personalities and abilities given the same material to teach, might easily result in an effective instructor and an ineffective instructor. Thus, it is not so much the material you have as much as it is whether you get that material across to your students.

PREPARATION

Preparation is one of the basic keys to effective instruction. Aside from the usual teaching preparations inherent in all teaching,

distributive education, because of its diverse nature and multiple activities, makes good preparation mandatory.

METHOD AND MEANS OF INSTRUCTION

Once proper planning has taken place, preparation of lesson plans become simplified. Instead of having one day's lesson in mind, preparation permits the teacher-coordinator to fit daily preparations into longer range overviews.

THE FOUR-STEP METHOD OF TEACHING

The "Four Step Method of Instruction," which has been so successful in Job Instruction Training (commonly known as "on-the-job training") can be equally effective when utilized by teacher coordinators in distributive education.

THE BASIC STEPS IN TEACHING

STEP		PURPOSE	HOW TO ACCOMPLISH
I.	Preparation	To get the group, or individual student, ready to receive your instruction; to emphasize the importance of and need for the subject.	Have complete attention Find out what they know about the subject and what they want to know Make a good start
II.	Presenting the material to be taught	To present facts, information, skills. To introduce your materials and show them how to use it.	Tell, show, illustrate, questions, demonstrate, let them discuss Use visual aids Stress important points
III.	Application by the learner	To give class members practice to develop their ability in using facts, information, skills, and methods which have been taught.	Provide plenty of practice--let them do the job under your guidance Question and correct errors

STEP	PURPOSE	HOW TO ACCOMPLISH
		Question to make sure they know the job and can do it
IV. Follow-up	Check to determine whether class members are performing successfully; to see whether they are actually practicing the things they were taught.	Test and re-teach
		Check work on the job
		Encourage them to improve; stimulate them to use what they have learned

Presenting Material

Of the four steps of teaching, material presentation is oftentimes difficult to perform. Teachers tend to instruct in the same manners in which they were instructed. If a teacher is aware of this, he will soon look for newer methods which will soon become easier to handle. Four basic techniques of teaching include:

1. The discussion method which involves statements made by the teacher-coordinator in which the class is permitted to ask questions and discuss all aspects of the statement made.
2. The demonstration method whereby the teacher-coordinator shows the students for their observation but the students are not permitted to practice or do what they have been shown immediately after the demonstration.
3. The demonstration method whereby the teacher-coordinator shows the students a particular lesson and the students are permitted to practice what they have been shown.
4. The lecture method whereby the teacher-coordinator stands in front of the class and by means of long discussion on the part

of the teacher-coordinator, relates facts and figures out to the class.

No one method of instruction is ideal for all types of teaching material, therefore, a teacher-coordinator should review his material preparation and select the most effective method. Because no one method is best, a teacher-coordinator would most likely have a variation of all the methods.

PREPARATION OF PROJECTS

Because the project method of instruction is still relatively young in the field of distributive education, it might prove to be beneficial to provide a basic outline by which projects might effectively be designed.

1. Descriptive title - the name of a particular project should indicate the area and nature of study to be encountered. It will be the first thing the student reads so it should be catchy and fun to add enthusiasm of the project for the student.
2. Objectives or purpose - a teacher-coordinator should have definite behavioral objectives in mind for each and every project designed. If the project is given to two separate students of different capabilities it is easily conceivable that the objectives might be different.
3. Nature and scope - this would be the general stage or coverage within which the project is to be performed. It is the projects broadest dimensions.
4. Material, equipment and resources - here the student would be provided with initial materials and means upon which to begin his project.

5. Pre-project preparation - this is a statement of readings, facts, competencies and supporting information expected of the student prior to beginning the project.
6. Step by step description - this is step by step, phase by phase guide given to the student which assures not only the correct sequence of events but also the maximum possibility and degree for success.
7. Evaluation - every project should provide a means of evaluation by both the student and the teacher-coordinator in order that future use of the project might be enhanced by improvements made in the past.

YEARLY PLANNING

In preparation for a year of complete and full instruction, a teacher-coordinator should plan a flexible outline of instruction. A teacher-coordinator, in planning, should exercise care that an outline be prepared realistically keeping in mind the unit of instruction. A yearly planning instructional calendar for a typical Marketing I and Marketing II program appears on pages 111 and 112 followed by an outline of how a coordinator might take units of instruction and apply them to the student's training station in a realistic manner appearing on pages 113 through 116. Teacher-coordinators are urged to think of means of making their units of instruction pertinent to training stations or student projects in order to insure that instruction remains fresh, pertinent and relevant.

SUMMARY

The instructional phase of the D. E. coordinator's total program must be carefully planned in order to insure some degrees of success. Ideas to consider would be the utilization of a yearly teaching calendar and teaching outlines along with careful preparation of units of study in the form of lesson plans. Sources should be secured which provide reference books and materials, while improving facilities and equipment and should always be a prime concern. To improve instruction, coordinators could easily observe other D. E. classrooms. This function will not only provide additional insight into teaching methods, but new or improved facilities may be discovered.

Also included in the area of instruction would be the task of determining what type of D. E. program should be offered. Will a full cooperative program be effective, or must the coordinator adopt a project method in his particular situation? The type of program is of vital concern to the coordinator and the conditions should be carefully examined.

The teacher-coordinator should take care to plan a yearly unit of instruction which will be most beneficial to his students in light of the program offered.

YEARLY TEACHING CALENDAR

Proposed Sequence and
Units of Study for DE I

1 week	1. Employment Orientation
2 weeks	2. Self-Service Selling
2 weeks	3. Product Information for Selling Efficiently
1 week	4. Development of Goals for Self-Improvement
6 weeks	5. Blueprint for Retail Selling
2 weeks	6. Sales Supporting Activities and Customer Services
2 weeks	7. Individual Product Information Workshop (Non-Durable Goods)
2 weeks	8. Using Advertising as a Selling Aid
2 weeks	9. Good Housekeeping in Distribution
1 week	10. Distribution in a Free Economy
2 weeks	11. The Functions of Marketing
3 weeks	12. Display Principles and Techniques
2 weeks	13. Types of Credit
2 weeks	14. Merchandising Mathematics
2 weeks	15. Human Relations
2 weeks	16. Sales Demonstrations
34 weeks	

YEARLY TEACHING CALENDAR

Proposed Sequence and
Units of Study for DE II

1 week	1.	Job Evaluation Related to Individual Development
10 weeks	2.	Advanced Selling Techniques in Specialized Areas
3 weeks	3.	Marketing Research Project
2 weeks	4.	Standards, Grades and Labels
4 weeks	5.	Merchandise Planning and Stock Control
4 weeks	6.	Advertising Layout and Copywriting
2 weeks	7.	Individual Product Information Workshop (Durable Goods)
4 weeks	8.	Visual Merchandising (window and interior display)
3 weeks	9.	Sales Presentations to Groups
1 week	10.	Education for Supervision
34 weeks		

GUIDE SHEET FOR ON-THE-JOB TRAINING

The D. E. Unit	Application at Training Station
Advertising	Clipping store ads
	Posting store ads
	Runner to media
	Proofreading ads
	Analyzing pulling power of ads
	Checking competitor's ads
	Passing out handbills
	Selecting merchandise to be advertised
	Checking stock depth of merchandise to be advertised
	Filling mats, cuts, photos, etc.
	Operating P.A. system
	Operating record player
	Postal card follow-up with customers
	Operating sign machine
	Keeping records on employee contests
	Recording vital statistics for store use
	Preparing ads
	Handling premiums, gifts, stamps, etc.
Retail Arithmetic	Sales tally--personal and departmental
	Getting cash for register
	Reading cash register
	Cashier
	Handling employee discounts
	Figuring mark-ups
	Figuring mark-downs
	Figuring average sales
	Figuring sales costs
	Totaling inventories
	Using scales--merchandise, postal
	Figuring shipping and delivery costs
	Handling credit sales and contracts
	Billing
	Use of pricing catalogue
	Making up wage envelopes
	Figuring turnover
	Completing order forms, on order board
	Discounting inventories
	Tallying taxes collected
	Figuring yardage, weights, home measurements
	Making price signs
	Figuring P.M.'s
Display	Maintaining department displays
	Arranging top of counter, case, island, wall displays
	Preparing merchandise for display
	Runner and assistant for window man

The D. E. Unit	Application at Training Station--continued
Display (continued)	Caring for display equipment and props Painting and building props and backgrounds Preparing showcards and point of sale signs Traffic count - window and interior Maintaining inventory of display materials and merchandise Making window shopping comparisons Returning displayed merchandise to stock Protecting merchandise from sun and artificial light Planning displays Checking stock and arrangement of self-selection displays Preparing window information sheet for departments Daily cleanliness check of windows Grouping merchandise for floor display
Human Relations	Screening complaints and adjustments Directing customers Sponsoring new part-time employees Training transfers Post "behavior" slogans Answering customer mail Manning information booth Directing maid or porter Credit interviewing Collecting suggestion box materials Maintaining employee bulletin board Making up time cards Scheduling reliefs and lunches Checking floor coverage Handling correspondence on credit follow-up Answering the telephone
Merchandise Information	Checking tags and labels Comparison shopping Pressing, cleaning, preparing merchandise for sale Meeting with manufacturer's representatives and salesmen Maintaining resource files Collecting facts and values for advertising manager Reporting customer reactions and satisfactions Checking merchandise for display Using want-slip system Quality check on merchandise on floor Maintaining library of publications, dealer aids, departmental meetings Assisting in fashion shows

The D. E. Unit	Application at Training Station--continued
Salesmanship	Selling different types of merchandise small unit Big ticket Hard lines Soft lines Lines requiring fitting, measurement Flying squad, floater-sales Demonstrator-sales Handling different types of customers Age Sex Race Value analysis of merchandise Assembling merchandise Building customer file, prospect list Handling layaways, credit sales Telephone sales Mail order sales Outside sales Handling want-slip system Analysis of trade area Comparative shopping Gift shopping - personal shopper Special orders Selling from sample Participation in sales, store department meetings Point of sale displays Customer identification Floor coverage Related item analysis Use of T.O. (customer turn-over) system Modeling
Stockkeeping (See: Store Operations)	Uncovering merchandise Filling in forward stock Filling in supplies - bags, paper, tissue, tape Making up boxes Unit inventory control system Care for point-of-sale signs Checking never-out lists RE-ordering staples Storing reserve stock Receiving procedure Checking invoices Arranging for physical inventory Handling merchandise and stock transfers Wrapping and packing Marking and re-marking Department inspection Pre-packing and assembly Seasonal wraps

The D. E. Unit	Application at Training Station--continued
Stockkeeping (continued)	Withdrawal of merchandise for display
	Service calls
	Delivery loading
	Will call
	Handling perishables, fashions, imports
	Returns to manufacturer
	Care of marking machines and materials
	Issue sales books
	Handling damaged and soiled merchandise
	Removal of trash
	Analyze movement of price lines
	Handling trade publications
Store Operation (See: Stockkeeping)	Reporting on safety hazards
	Assisting in rearrangement of department
	Replacing bulbs, turning off lights
	Maintaining receiving records, weight and traffic check
	Getting quality check and invoice retailed
	Collecting boxes, crates, wrappings, for disposal
	Checking and packing for delivery or shipment out
	Filling floor and delivery orders
	Checking delivery routes
	Distributing departmental supplies
	Making home deliveries
	Routing repair and service orders
	Filling mail and telephone orders
	Verifying credit sales
	Credit interviewing
	Inspecting rest rooms
	Handling lost and found system
	Distributing payroll
	Handling gift wrap
	Running drink concession
	Helping in parking lot
	Handling sales book, cash register tape, tally card distribution
	Maintaining stockroom, warehouse inventory
	Repairing fixtures

INSTRUCTOR'S LESSON PLAN

Date _____

Unit of Instruction _____

Topic of Instruction _____

Competencies to be developed:

_____

_____

_____

_____

TOPICAL OUTLINE	SUGGESTED TEACHING METHODS

VIII. DECA

PURPOSES

The Distributive Education Clubs of America (DECA) was organized to give enrichment and meaning to the curriculum taught in high school distributive education classes. Founders of the club recognized that an organized activity program of this type would offer the DE student many excellent opportunities to apply the classroom instruction to actual situations found on the job. The direction of the program is the responsibility of the distributive education teacher-coordinator who serves as local sponsor of the DE club. He should incorporate DECA activities into the curriculum by including activities and projects in classroom teaching. A club activity can serve as an excellent means of reviewing a certain unit or topic. The DECA contest and awards program offers a wide variety of opportunities, for enriching the curriculum. The DECA Handbook should be the coordinators chief source for DECA information.

The specific purposes of the Distributive Education Club are:

To develop economic literacy.

To develop vocational competency.

To develop leadership ability.

To develop social intelligence (civic consciousness).

VALUES RECOGNIZED IN THE CLUB PROGRAM

Students

1. Participate in a group concerned with their chosen occupational field.

2. Associate with recognized leaders in community activities.

3. Secure prestige and recognition by participating in a variety of challenging projects.

4. Pursue excellence in student-approved activities.

5. Learn to live in a social atmosphere in which they have a feeling of acceptance.

Educators

1. Present techniques for developing motivation through self-determined student goals.
2. Develop, through practice, democratic principles which are essential elements of citizenship.
3. Present club activities which offer an opportunity to develop an understanding and an appreciation of the free competitive system.
4. Coordinate club activities and classroom instruction to motivate student achievement in the total school program.
5. Present club activities that will communicate essential aspects of distributive education to various community groups.

Business Leaders

1. Encourage students to explore the field of distribution.
2. Make a contribution in school activities.
3. Plan approach for creating individual and group initiative.
4. Present opportunity for students to practice elements of leadership which are essential in business.
5. Plan programs which help to explain the free enterprise system.

TYPICAL CHAPTER ACTIVITIES

Field Trips
Films
TV Program
Fund Raising
Fair Exhibit
Fashion Show
Radio Program
Parents' Night
Guest Speakers
Contest Program
Boss Breakfast
Assembly Program
Regular Meetings
Alumni Activities
Social Activities
Civic Appearances
Panel Discussions
Needy Family Project
Election of Officers
Professional Meetings
Savings Club Program
Installation of Officers
Local Publicity Releases
Initiation of New Members
Employer-Employee Banquet
"Good Citizenship" Project
"Get-Out-the-Vote" Project
Creative Marketing Project
Sponsor "Clean-Up" Project
State Leadership Conference
Articles for The Distributor
Executive Committee Meetings
"Student Day" at Local Store
Studies in Marketing Projects

Homecoming Parade
Chapter Newsletter
National DECA Week
Faculty Recognition
College Orientation

National Leadership Conference
"Careers in Marketing" Observances
Reception for Prospective DE Students
Follow-Up Survey of Former DE Students

CLUB PROGRAM CHECK LIST

General Scope

1. Does the club activity contribute to the following responsibilities of the distributive education program?

   To offer instruction in distribution and marketing, to aid in improving the techniques of distribution, and to develop an understanding of the social and economic responsibilities of those engaged in distribution in a free competitive society.

2. Do club experiences provide for developing leadership and "fellowship"?

3. Are opportunities provided for self-initiated and self-directed activities?

4. Have program goals been chosen cooperatively by the students and the advisor?

5. Is there a variety of projects based on student interest as reflected in their career objectives?

6. Is there active support from community leaders?

7. Does the program reflect changing student interests and customs?

8. Is there evidence that the projects and activities contribute to the overall objectives of the school?

9. Is there evidence of a respect for student leadership?

Relationship with School Administration

1. Is the program encouraged by the school administration?

2. Do school administrators participate in club activities?

3. Are guidance counselors and other school personnel encouraged to participate in the club program?

4. Are achievements of club members given recognition in the total school program?

Financing the Program

1. Do students and the sponsors cooperatively manage the club finances?
2. Is there a planned budget for financing activities?
3. Are adequate records maintained for all financial activities?
4. Are financial records reported to responsible school authorities?
5. Are club members in accord with the methods used in financing club projects?
6. Are club members generally in agreement with the use of club funds?

Responsibilities of the Club Sponsor

1. Exhibits an understanding of his place of leadership in club activities.
2. Uses tact and understanding in directing club activities.
3. Maintains good relationships with school and community personnel involved in club activities.
4. Stimulates student leadership and participation in activities and projects.
5. Secures the advice of community leaders.

Membership

1. Is membership voluntary?
2. Do members accept helpful counsel in selecting projects and activities on which they will work?
3. Do all members have an equal opportunity to participate in club projects and activities?
4. Do members participate in creating, planning, conducting, and evaluating the club activities?

Curriculum Enrichment

1. Is there evidence of an understanding of parliamentary procedure?

2. Do club members exhibit competency in managing the financial affairs of the club?

3. Is there evidence of individual growth in leadership abilities as well as growth in ability to follow?

4. Do the projects and activities reflect a recognition of individual differences?

5. Do the activities of the club serve as a motivating device for the instructional program?

SUGGESTED CHAPTER ACTIVITIES FOR NATIONAL DECA WEEK

1. In-School Program . . . Provide speakers to participate in . . .

   a. Assembly program.

   b. Classroom and/or chapter meetings.

   c. Conferences with administrators, guidance counselors, and students.

2. In-Store Activities . . .

   a. Tour programs - students, adult groups.

   b. Window and in-store displays.

   c. Recognition events - Employer-Employee functions, DECA sponsors honored at store meeting or special function.

   d. Wear your "Ask Me About DECA" button.

3. Retail Merchants Association and Chamber of Commerce . . .

   Special meetings, luncheon, panel discussions centered around DECA.

4. Civic and Service Clubs . . .

   Speeches by DECA students at civic and service club meetings held during National DECA Week.

5. Mayor's Proclamation . . .

   Try to motivate your city's mayor to officially proclaim National DECA Week. Impress your community with the value of DECA in developing future distributive business leaders.

6. Publicity Stories for Newspapers and Broadcast Media . . .

   a. Announcement of the appointment of your local chairman for National DECA Week.

   b. Features about DECA students at their "training stations."

   c. Story about your local DECA chapter activities.

   d. Salutes and spot announcements calling attention to National DECA Week and local events commemorating the observance.

   e. Encourage local news media to cover all events staged during National DECA Week.

EMPLOYER-EMPLOYEE FUNCTION

One of the best means of applying public relations is employer appreciation events, usually given by the local DECA chapters. These occasions are planned by the members to show appreciation to their employers for their cooperation and helpfulness in providing training in an actual work situation. Whatever form the event may take, whether it be a dinner, a luncheon, or a breakfast, certain fundamental rules should be followed if it is to achieve the purposes for which it is planned.

The DECA chapter as a whole, of course, should be sure what these purposes are before they begin to plan the event, and then expand every effort toward making it a success by harmonious teamwork. If it is worth doing at all, it is worth doing well. A poorly planned and awkward affair is no asset to the reputation of the DECA chapter, or its members, and would be better off not given.

Benefits of the Event

The employer-employee function provides the following benefits:

1. An opportunity to express sincere appreciation to employers.

2. A more friendly and "human" relationship between employers and students by helping them become better acquainted in a social way.

3. Learning by doing--Opportunity for every DECA member to participate in the planning and execution of the various phases of such an event.

4. A better understanding by employers of the entire DE program.

5. Demonstration of the ability of the DECA members to plan and organize an affair of some magnitude on a comparable basis with adult affairs.

6. Experience in correct social behavior and "host" responsibility.

7. Opportunity for widespread publicity leading to better public understanding of the DE program.

8. Better relations and cooperation between school administration and the business people of the community through closer acquaintance.

9. Importance of DE impressed upon school administrators and others.

Types of Employer Appreciation Events

Most DECA chapters prefer to give a banquet in the form of a dinner, although a few prefer a luncheon or breakfast.

The following advantages are advanced for the dinner type of event:

1. More time is allowed for a program.

2. Most employers can more conveniently attend at that time.

3. It provides a more sociable atmosphere when work is over.

4. It is a good social experience for students.

5. It is more impressive.

The following advantages are advanced for the luncheon or breakfast type of event:

1. Makes for a happy combination of business-social relationships.

2. Avoids possibility of awkward social relationships of evening affairs.

3. It can be planned to begin and end on time for business reasons and thus will eliminate unimportant parts of a program.

4. Less expensive.

Committees

The number of committees will vary and be governed by the number in the DECA chapter, the type of program planned, and the needs involved. This is very flexible but one rule is strongly recommended; namely, that every DECA member choose or be appointed to serve on some committee. Following are some committees you may wish to use:

1. Program
2. Invitation
3. Decoration
4. Transportation
5. Publicity
6. Music
7. Entertainment
8. Display
9. Planning
10. Reception
11. Financial
12. Speakers
13. Clean-up
14. Reservation and Tickets

Cities with several DECA chapters usually have a joint banquet since many employers have students from each school. In these cases, committees should be distributed among these various DECA chapters.

Date for Function

DECA Chapters prefer different times of the year for the following reasons:

FALL

1. Students can get acquainted with the employers earlier in the year.
2. Employers get a better understanding of the cooperative DE program early in the year.
3. Less conflict with other school activities.
4. Some DECA chapters use Thanksgiving week because they feel it is an appropriate time to give thanks to their employers.
5. It is a good time for initiation ceremony of local DECA members.

JANUARY-FEBRUARY

1. Off season in many businesses.
2. Before district DECA meetings.
3. Before Junior-Senior events.
4. Before Easter rush.
5. Semester exams over.

APRIL-MAY: The majority of DECA chapters hold their banquet at this time of the year.

1. Easter rush is over.
2. Serves as year's climax.
3. Good public relations for coming school year.
4. State DECA Leadership Conference is over.
5. Sufficient time to raise funds.
6. Appropriate time to present vocational diplomas or certificates to seniors.
7. More time for planning.
8. Serves as a graduation event.
9. Opportunity to express thanks for the entire year's help.
10. Better time to give recognition to contest and activity winners, outstanding students, and employers.
11. Students are more experienced and better prepared.
12. Informal meetings are more appropriate early in the calendar year, such as Open House, Bar-B-Q, Fish Fry, or Morning Coffee.

Plan early in the school year. After the tentative date is set, check it with the school administration and the DE advisory committee to see that there are no conflicts in the school calendar or community affairs.

The Theme

The choice of a theme which can be used in decorations, programs, speeches, skits, and favors, will simplify many problems as well as dramatize the whole affair. It is suggested that the DECA chapter as a whole discuss several possible themes and select the one which seems most

attractive and workable to all. In some instances, a committee may be appointed to submit ideas, but the final selection should be approved by the DECA Chapter advisor and membership. It is wise to choose a theme as early as possible. All speakers, as well as guests who may be called on to give a few extemporaneous remarks, should be informed of the theme well in advance, to help them in preparing material. This often avoids much embarrassment, should the speakers speak on something totally unrelated to the theme. Keep in mind that the DECA Emblem and DECA Banner are most appropriate for this occasion and should be utilized.

Suggestions for the theme:

1. "Set Your Sales," nautical decorations.
2. "Changes in the Air," pennants with required qualities for success written on them, speakers on trends in distribution.
3. "Our Town," tables formed in miniature streets, speaker on opportunity in our town, display of local products.
4. "What's Buzzin'," modernistic, large bees, spring flowers, foliage.
5. "Crusie to Happiness," conducted tour of places as "Loyalty," "Dependability."
6. "Nautical Theme," sailors, ships, come aboard ship, etc.
7. "DE Key to Success," gold keys with words, "health," "skill," etc., written on them.
8. "Retailing--Then and Now."
9. "Hands Across the Table," cooperation between stores and schools or employers and employees.
10. "Selling America," merchandise and patriotic symbols, speakers on free enterprise.
11. "Our Year in Review," activities of each month.
12. "Wrap It Up in 19__," DECA emblem, talks on Better Salesmanship.
13. "Thanks--Boss!"
14. Boss Goes Back to School--Contests with employers fit in appropriately, school days decorations, songs.
15. Learning by Doing--Ties in nicely with displays of students' work and statements of students about what DE has meant.
16. Valentine, St. Patrick's, April Fool, Easter Parade, Thanksgiving, or other special holiday themes.

Place and Hour

Community facilities will govern where to hold the event. School facilities are less expensive and get employers into the school. You will have to estimate as nearly as possible the number of people to be served, and this will probably limit the number of places to be considered. Availability of dates is another factor; and the hall, hotel, or restaurant should be reserved as early in the year as possible for your preferred date. Exact number of reservations can be turned in as late as the day before in many places, but should not be too far from the number originally given. Early planning is again stressed.

Attractiveness of the hall is another factor, and good acoustics are very important. A public address system is essential, because no matter how good the program is, if no one can hear it, the program might as well not be given. Checking of the public address system sometime during the day before the banquet is necessary because mechanical devices often fail, and this will upset the whole program. It is a good idea to have a rehearsal for those students with speaking responsibilities.

Suggested places for banquets:

1. Country or private clubs.
2. Restaurants or hotels.
3. Company club rooms.
4. Legion huts.
5. Community halls.
6. Churches
7. YMCA or YWCA
8. School cafeteria or gymnasium.

The hour of the banquet depends on local conditions, but it is suggested that a dinner banquet begin at 6:30 or 7:00 p.m. and last from 1-1/2 to 2 hours.

Financing Functions

A common practice is to have D. E. students pay for themselves and their employers. It is suggested, however, that it is a DECA chapter activity and should be paid for with funds raised through dues or money raising activities.

Invitations

The making up of the invitation list is one of the most important points in all your planning. Most DECA members agree that this must be a

cooperative project, perhaps with conferences between the DECA chapter advisor, the school principal, the chairman of the D. E. advisory committee, and the invitation committee. The final list should be submitted to the entire DECA chapter for approval against omissions. The number of guests will be controlled by money available.

The advisor should very carefully guard against omitting anyone closely connected with the class or DECA chapter. It should also be remembered that the banquet is an excellent time for promotion of DE, so that it provides a fine opportunity to invite important people to the community who know little about your program or are openly skeptical. By all means, send invitations to members of the state legislature who represent your community. It may even be possible to secure the attendance of a congressional representative if you have the right contacts and the congressman is available. Remember, do not be afraid to invite critics of the D. E. program if you have a well-planned event. It may convert them to your point of view!

Many DECA chapters invite their alumni to attend--as paying guests. It is a nice gesture and many alumni turn out in a reunion spirit. Very often D. E. alumni are in a job situation that may be helpful in the promotion of the D. E. program.

Besides the employers of the members, here are some of the people suggested from which to select:

1. School board president and members
2. Superintendent of schools
3. School principal
4. Assistant principal
5. Local director or supervisor
6. Teachers connected with the program
7. Counselors
8. Representative from State Department of Vocational Education
9. President and secretary of Retail Merchants Organization
10. President and secretary of Chamber of Commerce
11. Representatives of all local newspapers
12. D. E. Advisory Committee members
13. Executives of firms employing DE students
14. Immediate supervisors of DE students
15. Ministers
16. Parents of DE students
17. Husbands and wives of all guests
18. Neighboring DE coordinators and DECA Chapter presidents

19. City officials
20. Other influential businessmen and women

The Program

Following are listed some ideas which could be included in the program:

1. Dinner
2. Invocation
3. Toast to employers
4. Response (by a representative of the employers)
5. Introduction of employers (by their DE trainee)
6. Introduction of alumni
7. Introduction of special guests
8. DECA Creed
9. Introduction of DECA chapter officers
10. Remarks by important guests
11. Speeches by principal speakers
12. Special awards (if any given)
13. Music or singing by group
14. Entertainment
15. DECA emblem ceremony (explanation of the DECA emblem)
16. Reports on national and state conventions
17. Closing remarks

The printed program contains certain information for the enlightenment of guests. The usual information includes:

1. Theme - explanation of theme
2. Menu
3. Program
4. Names of DECA chapter officers
5. Names of committee members
6. Acknowledgments
7. DECA chapter membership list and places of employment
8. Names of school administrators
9. School board members

10. D. E. advisory committee members
11. Date, place, name of city, time
12. DECA Tagline - "DECA - Developing Future Leaders for Marketing and Distribution"
13. Songs for group singing
14. History of the DECA chapter
15. Objectives and purposes of D. E.
16. DECA creed
17. Accomplishments of the year
18. Utilize the DECA Emblem on the front cover

The actual form of the programs may be mimeographed, typed, handpainted, or printed. This depends upon talent, funds, and time. Most DECA chapters are now trying to have their programs printed, but copy must be ready in good time in order to proofread well before the event. Neatness, completeness, and freedom from spelling errors are important. Elaborate handpainted covers are not recommended if they are to be a strain on the time and energy of the DECA chapter, if too much class time must be taken, or if the burden falls on one or two people. It should be noted that some DECA chapters have a large number of program covers printed that may be used over a period of several years. The program is then inserted in these covers.

Decorations

It is generally more satisfactory to appoint a special committee of some artistic ability and ingenuity to take care of table and room decorations. Better have a member with muscles and brawn on this committee, too, to carry heavy materials, climb ladders, etc. The decorations should be gay and colorful. Table decorations should tie in closely with the theme. Decorations should not be so elaborate that they are going to be time-consuming enough to wear everyone out before the affair. Do not slight this phase, as a few tasteful and clever decorations add much to the festivity of the whole event, establish a setting and atmosphere, and give people something to talk about while the ice is being broken. The following are a few decoration tips given by some of the clubs:

1. Tables arranged in diamond shape (utilizing the DECA diamond-shaped emplem idea).
2. Colored paper or crepe paper (remember DECA colors--blue and gold).
3. Garden flowers, native greenery or wild flowers.
4. Brilliant colors.

5. Balloons.

6. Place cards, favors and napkins - (good place to utilize small DECA emblem stickers).

7. Display department material.

8. Candles or flowers on table.

9. DECA chapter banner.

10. Pasteboard and wooden decorations carrying out theme.

11. Doll-like figures for tables.

12. Streamers.

13. Merchandise displays.

14. Advertising banners of various businesses.

15. Miniature representations of various businesses.

16. "Welcome Boss" sign at front.

17. Student manuals.

18. Special events such as valentines, Easter eggs, etc..

19. Chapter display bringing out the ideas of Distributive Education.

20. Wagon wheel in club colors. Type of work and pictures on spokes and rim.

21. DECA Creed.

22. Rainbow.

23. Maypole.

24. Pictures of DE students on the job.

25. DECA Tagline, "DECA--DEVELOPING FUTURE LEADERS FOR MARKETING AND DISTRIBUTION" could be printed on placemats or large printing for back drop use.

26. Map of city showing D. E. training stations.

Speaker

Some DECA chapters use no formal speaker, but ask for statements from each employer or DE student. This idea helps to give a big boost to D. E. Others use a panel of people similar to those below. A suggested list of special speakers follows:

1. Superintendent of schools
2. State director of vocational education
3. State supervisor of distributive education
4. Outstanding employers
5. D. E. alumni
6. Business leaders
7. City officials
8. Chamber of Commerce officials
9. Commissioner of education or state superintendent of public instruction
10. College presidents and professors
11. Radio commentators
12. Newspaper editors
13. State Association of DECA President
14. Senator or representative

The speaker selected should fit into the theme of the program. He should be invited as early as possible, and he should be sent information that would aid in explaining D. E. and DECA. He should also be given the theme of the banquet and amount of time allotted for the speech. Generally, thirty minutes is ample time. Keep in mind that banquets should not be too lengthy.

Suggested Topics for Speakers

The topic depends on the general theme of the program. The following types of topics have been found to hold interest:

1. Responsibilities of Employees and Employers in Distributive Education.
2. What Employers Expect of Employees.
3. You Have a Stake in Distributive Education.
4. Appreciation speeches by students and employers.
5. New Developments in Retailing.

6. Employer-Employee Relations.

7. Our Community Depends on Its Youth.

8. Where Do We Go From Here? (future in distribution)

9. Thirteenth Doughnut (extra service).

10. Opportunities in Marketing and Distribution.

11. Accomplishments of Great People.

12. D. E. - Key to Success.

13. The American Free Enterprise System.

14. Cooperation Between Business and Education.

15. DE - Opportunities Unlimited.

16. Distribution's Responsibility to the American Free Enterprise System.

17. The Importance of the Free Enterprise System to our Nation's Economy.

Always know, ahead of time, the topic of your speaker's address!

Entertainment

Some DECA chapters have a meal and go home, with the idea that people do not want to stay long. However, most DECA chapters assume that the employers have taken the evening off and that a real effort should be made to express appreciation and entertainment. Employers appreciate entertainment by the students. The length of the program is not the most important thing. It's what goes into it from opening to ending. Perhaps these ideas will help:

1. Style show.

2. Music--solo, duets, trios, quartets.

3. Orchestra, organ, or other music during early part of dinner helps to make everyone relax.

4. "Gates of Heaven"--St. Peter stands at the gate and tells why each member can or cannot enter, with clever references to type of work.

5. Group singing.

6. Skits--pertaining to selling.

7. Demonstration--applying for a job.

8. Colored slides of year's activities.

9. Attempt to utilize the talents of D. E. students.

Welcoming the Guests

The success of the whole employer appreciation event can hinge on the way the guests are treated when they arrive. An easy standard by which to be guided is to consider how you would greet a guest in your home. By all means, avoid letting the guests come in and stand around alone without being approached.

It is suggested that each DECA member be early and make it his responsibility to greet his employer when he arrives. He should be introduced to as many people as possible.

The reception committee should check over the guest list before the affair and see that every guest is assigned to be greeted by a DE student. Some students may have to take more than one guest, but this can be easily managed.

Seating arrangements should be made with this in mind, too, for mixing the group well. People with like interests may be seated near each other, or arrangements may be made so that business people may become acquainted with educators, etc. D. E. students should sit with their employers but two students may sit together, then two employers.

Head Table

It is wise to let the membership decide who should be seated at the head table. A committee report suggesting names of those who should be included in this group should precede the decision. However, the program will largely determine who should be at the head table. Your DECA chapter president, master of ceremonies, any other students participating in the program proper, any special guests might be in this group. Try to have as many students as adults at the speaker's table. Good common sense is all that is necessary for determining who should be placed at this table. Most DE coordinators prefer to stay in the background to give the students the opportunity to run the program; however, the coordinator needs to be near the head table to assist the master of ceremonies if necessary.

Welcome and Response

Practically all DECA chapters have a welcome or toast of appreciation to the employers given by the DECA chapter president or toastmaster. The response is usually given by the chairman of the D. E. advisory committee or one of the influential employers who can speak effectively. This is an important feature of the program, because this person can give distribution education a good "pat on the back."

Introducing the Guests

Employers--The most common method of introducing employers is for the toastmaster to introduce each student and ask him to introduce his guests. Students should practice or agree on opening statements to see that everyone doesn't say, "May I present my employer, Mr. _____." Always speak loudly when introducing a guest, as others want to hear, too.

Special Guests-- They are usually introduced by the toastmaster, or DECA chapter president. Some use a school official or chairman of the advisory committee to make these introductions.

The toastmaster should always ask that applause be held until all introductions are made. Be sure a complete list is made and pronunciation of names and titles are correct!

Special Awards and Recognition

There follows a listing of several forms of recognition which may be desirable:

1. Honorary membership in the local DECA chapter to members of D. E. advisory committee or others who have helped DE.
2. Certificates of appreciation to all employers.
3. Certificates of appreciation to newspapers, radio, and TV stations.
4. Presentation of vocational diploma or certificate.
5. Awards to outstanding D. E. students.
6. Presentation of scholarships.
7. Award winners of contests held at a district, state, or national DECA Leadership Conference.

After the Function

1. It is a good idea to have a "clean-up" committee, who will take the responsibility of seeing that the hall is left in good condition, that properties are taken down and returned to their owners or preserved for future use, and that lights are out, etc.

2. Be sure to write thank-you letters to those who helped with music, service of any kind, and speakers who were gracious enough to address your group. (Some DECA Chapters present the speaker with a token gift such as DECA cuff links or tie tack.)

3. One of the most important parts of the function is the evaluation afterwards. The D. E. class should sit down the next day and offer constructive criticism, which should be put into writing to help next year's DECA chapter in planning their banquet.

4. All momentos, publicity, favors, programs, invitations, place cards should be mounted in the DECA chapter activities manual (scrapbook). Don't pull your punches on criticism. We learn by doing.

SPECIAL INSTRUCTIONS

Just to collect your thoughts and pack all the instructions into one compact set of steps, the following points are listed:

1. Hold general DECA chapter meeting; discuss date, place, purpose, and aims.

2. Get approval of school date, etc.

3. Make arrangements for a suitable place.

4. Select committee members and appoint chairmen.

5. Select theme.

6. Hold meeting of committee chairmen, president, and DE coordinator, discuss informally.

7. Plan menu according to theme. Notify caterer or organization. (Stress quietness in removing dishes and noise from kitchen during program after meal has been served).

8. Get approximate cost figures.

9. Prepare guest list.

10. Compose and mail invitations (at least 10 days prior to function).

11. Plan entertainment, assign parts, and rehearse.

12. Choose guest speaker.

13. Plan decorations according to theme.

14. Work on place cards, etc. (Utilize DECA emblem stickers--order from DECA headquarters.)

15. Convert invitation list to "reservation" list and notify caterer (be sure arrangements are made for some leeway in number).

16. Prepare seating chart.

17. Plan program in rough form, discuss and make final preparations. (Proofread each page before final printing.)

18. Instruct D. E. class in etiquette of clothes, introductions, and table manners.

19. Complete decorations.

20. Arrange for photographer and prepare news write-up.

21. Hold actual event.

22. Arrange for someone to count number of plates served.

23. Make payment for plates.

24. "Clean-up".

25. Thank-you letter.

After an evening of food, pleasant conversation, and interesting talks, the D. E. program will have fostered new friendships and nurtured older ones among the business and professional groups in the community. NOTE: The following five pages are examples of the duties of some of the committees.

SUMMARY

The Distribution Education Clubs of America, known as DECA, is an organization of high school and post-high school students enrolled in distributive education classes and provides incentives and recognition for D. E. students. The DECA aspect is essential in order to maintain a complete D. E. program, and it must be properly integrated with the total curriculum. Some of the local activities are electing officers, planning projects and meetings, and preparing for regional and state conferences.

Participation in the various DECA contests and conferences adds additional meaning to the program, but these activities also place additional responsibilities on the coordinator in the form of supplementary reports and keeping abreast of pertinent information. Scholarship applications, the local program of work, and the employer-employee function are other activities which usually require assistance from the coordinator.

IX. ADULT AND CONTINUING EDUCATION

ADULT EDUCATION

The term "distributive education" is used to identify a total program of instruction in marketing, merchandising, and management. One of the more important phases of distributive education is a comprehensive program of instruction for adults.

Just as many schools and colleges in the state offer extension courses in various communities throughout the school year, the distributive education adult program conducts part-time courses for employees in many communities.

The coordinator of the distributive education program in the community has many responsibilities to adults. Some of these are to organize the local adult program; to secure, train, and supervise instructors; to instruct, when qualified and to handle all records necessary for the successful operation of the distributive education adult program.

ORGANIZING AND PROMOTING ADULT CLASSES

The following suggestions are offered as a guide to coordinators undertaking supervision of the adult program for the first time:

1. Conduct a survey of the community to determine the need for adult training.

2. Supplement this information by referring to previous training given in your community and in the state.

3. Make a list of all possible organizations in which training should be given for employees, supervisors, or management.

As soon as plans and schedules are formulated, consult with a group of businessmen (usually the local Retail Merchants Association or Chamber of Commerce) to serve as a steering committee to explain the adult program. This committee works closely in organizing classes in different fields.

A steering committee is that group of carefully selected representatives who plan, suggest, advise and help determine the course policies and teaching procedures for those pursuing further training in marketing and distribution. Select three to nine persons who are willing to serve on a steering committee. The members of this group should be persons who have the respect of the community and who are recognized as

competent in their occupations or businesses. In addition, they should be persons who will, as members of the steering committee, represent the best interests of all the merchants.

Lay members of steering committees can assist educators by providing authoritative information on the job activities that should be taught in specific classes; on how sequences of job activities may be organized for workers on different levels of employment; on the effectiveness of the instruction offered in the distributive education courses and by making suggestions for improving the instruction. The school authorities represented on the steering committee, on the other hand, can determine how the teaching should be done; set up objectives to be followed in developing the personal and social aspects of the subject matter content; make plans for a broad course of training that will develop the professionalization of distributive education courses. The advisory committee also gives assistance for specific trade groups.

There are many ways to bring the proposed training programs to the attention of the groups in the business community that should be reached.

1. Articles and announcements in trade bulletins, magazines, and other local or state publications.

2. A series of news stories, incorporating specific examples of types of courses and explaining the results of training in other communities.

3. A paid advertisement donated by the Chamber of Commerce or some other organization.

4. Postal-card reminders to selected groups and individuals prior to the opening session of a training class.

5. Announcements on bulletin boards, in stores and other public places.

6. Brief explanations in meetings with store employees.

7. Publicity through the chamber of commerce, merchants' association or the trade associations.

8. Encouragement of "word of mouth" publicity to everyone who might be affected by the program.

9. Newspaper articles and pictures.

10. Spot announcements on the radio in advance of meetings.

11. Mailing brochures and pamphlets to selected groups.

SECURING AND MAINTAINING ENROLLMENT

The adult members of a distributive education class have many things to occupy their leisure time. When they give a portion of their time to attendance in an adult class, they attach significance and value to what they expect from it. The selection of the group must be carefully studied as they have different backgrounds of experience and abilities. Sometimes it may be necessary to divide and train separately in order to accomplish a real training objective.

Check on possible enrollment shortly before the course is scheduled to begin. It is not safe to allow too wide a time gap between preliminary promotion and actual holding of classes. Accomplish this through individual visits, telephone calls, or written reminders.

Watch the attendance record and when enrollment starts to drop, discuss the matter with the instructor and firms concerned, to determine the cause.

Generally speaking, if material is presented in an interesting manner, and is of value, attendance will hold up. Consider the following factors in making the analysis of possible causes for an unsuccessful course:

1. Poor scheduling as to time of year, day, or hour.
2. Poor class location or classroom facilities.
3. Poor selection of personnel for the unit taught.
4. Poor instruction.
5. High pressure promotion, causing later drop-outs.
6. Unforeseen or unavoidable complications.
7. Insufficient supervision.

SELECTING AND TRAINING OF ADULT INSTRUCTORS

The first problem is to find prospective instructors qualified in the field in which they offer instruction; the second is selection. The first is more difficult.

Local retail, wholesale, and service establishments and sales departments of producers have employees who are thoroughly familiar with their particular line of work. These persons are vocationally competent to conduct classes, if only they can be persuaded to teach.

Distributive establishments in neighboring communities can be called upon, when the local supply of potential instructors is low or when individuals feel that they lack the necessary prestige to teach in their own local area.

Trade association executives are another source of information on prospective instructors. They are in a position to judge the vocational competency of their members and, in many instances, their ability to present information to a group.

High school and college faculty members are successful in teaching some subjects, provided they avoid the academic approach. The distributive education coordinator should caution them to avoid this approach and help them in working with adult groups the first time they teach an adult class. It is easy to carry over high school methods into the adult situation. However, these methods may not produce the desired results.

Former distributive education coordinators who have entered other occupations, who have left teaching, or have moved into the community and are available for part-time employment are often glad to re-enter the teaching field.

Outstanding members of adult classes may be induced to serve as instructors of such classes. Both their proven interest in training and familiarity with the teaching situation are in their favor.

Outstanding specialists in the field may be called upon to conduct individual meetings. Some supervisors run clinics in which each meeting is conducted by a different specialist. This lightens the individual teaching load, but requires skill on the supervisor's part to see that course continuity is maintained and that the course content is not duplicated.

Married women with good occupational experience may be a good source of instructors.

Women's clubs, such as the American Association of University Women and the National Federation of Business and Professional Women's Clubs, Inc., and alumnae and drama groups can also be drawn on for instructors in specialized fields.

Training specialists with the state department are available for instruction if schedules are cleared with the state supervisor.

LOCATING INSTRUCTORS

Some suggested ways of securing prospective instructors are:

1. Make a survey.

2. Publicize the need.

3. Call upon the advisory committee.
4. Offer supervisory courses to uncover talent.
5. Build a reserve staff through group training.
6. Follow-up leads.
7. Build a directory of potential instructors.
8. Keep an up-to-date personnel file.

QUALIFICATIONS OF INSTRUCTORS

There are many qualifications required of a good instructor. The following qualities are important:

1. Leadership ability.
2. A background of working experience in the field he is supposed to teach and the ability to teach what he knows.
3. A command of teaching procedures or techniques.
4. A knowledge of the technical and professional subject matter and literature in the field.
5. Social acceptance in the community.

The following precautions should be observed in giving teacher-training on either the individual or group basis:

1. Avoid technical terminology.
2. Adapt training content to time available.
3. Make training specific.
4. Encourage learner participation.
5. Use visual aids.
6. Provide for further study.

SUGGESTED SCHEDULE OF CONFERENCES WITH INSTRUCTOR

Use the suggested schedule below as a guide and check sheet in handling individual conferences with instructor:

Have Conferences	What to Do
1. For selection interview	See instructor on teaching Give some orientation
2. For introductory meeting	Continue orientation
3. Prior to first class	Start thinking of course outline Review course outline and methods to be used in teaching
4. For follow-up on first class	Evaluate the teaching performance on training ability, physical detail and personal qualities.
5. Prior to last meeting	Go over points on holding last meeting
6. For follow-up at completion of course	Complete records Evaluate entire course.

INSTRUCTION

The instructor should use the method of instruction best fitted to his own personality, to the group he is teaching, and to the course he is teaching. He may need to make use of a combination of methods. The following methods may be used or a combination of the three methods:

1. Presentation
2. Demonstration
3. Conference and discussion

FOUR BASIC STEPS IN TEACHING

1. Prepare the group
   a. Start the instructional sessions on time
   b. Put group at ease by telling a joke, etc.
   c. Arouse interest of group by using demonstrations, etc.
2. Present information
   a. Select material that is suited to the group
   b. Present no more than can be mastered
   c. Show, illustrate, ask questions, tell

3. Have group take part

   a. Get group discussion

   b. Have members demonstrate or use ideas

   c. Answer questions and correct errors

4. Bring meeting to a close

   a. Check on understanding

   b. Ask why, when, where, how, what, who

   c. Be sure group can use information and do the job properly

   d. Summarize main points

   e. Make a definite conclusion

   f. Pave way for next meeting

   g. Close on time

TRAINING OF PART-TIME INSTRUCTOR

First Session - September 26

1. Explain the high school and adult program
2. Explain the course and its purpose
3. Explain state and local rules and regulations
4. Explain enrollment procedures, sponsors, and payment
5. Discuss course outline
6. Ask instructor to develop a plan for teaching the course using course outline, his material and experiences
7. Arrange for second meeting

Second Session - September 28

1. Discuss instructor's ideas of presenting course, check for:
   a. Content
   b. His experiences
   c. Methods of presentation
   d. Suitability for level being taught

2. Check physical facilities including display equipment

3. Discuss need for materials and visual aids, dates they will be used and arrange to procure them

4. Make sure he knows how to operate visual aids

Third Session

Discuss enrollment:

a. Number enrolled
b. Positions held
c. What they would like covered in the course

TYPICAL ADULT COURSES

The following list is suggested for possible courses that may be offered in the adult training program:

For Salespeople

1. Salesmanship
2. Personal development
3. Advertising and display
4. Textile merchandise
5. Color, line, and design
6. Mathematics of business
7. Specialty selling
8. Telephone selling
9. Basic selling
10. Basic speech
11. Host travel school
12. The correct maid
13. Customer relations in the beauty salon

For Owners, Managers and Executives

1. Personnel procedures
2. Conference leadership
3. Public relations
4. How to conduct a meeting
5. Clinics

6. Management seminar
7. Supervisory development

For Junior Executives, Buyers

1. Job instruction training
2. Job relations training
3. Supervisory techniques
4. Letter writing and speech
5. Merchandising
6. Economics of distribution
7. Business Law

POINTS TO REMEMBER WHEN PLANNING ADULT CLASSES

As an adult instructor, one should realize that adults are:

1. Employed in a distributive occupation
2. Attending class voluntarily
3. Attending class in addition to working
4. Concerned with other interests and demands on their time
5. Varying age, social background, education, experience, and individual needs

Class members will want:

1. Information that can be used immediately on their jobs.
2. New ideas and information.
3. A congenial classroom atmosphere.
4. A stimulating instructor.

Class members should expect:

1. To be treated as adults.
2. To be treated as individuals.
3. To be encouraged to think for themselves.
4. To participate freely.

PHYSICAL FACILITIES

1. Room large enough to accommodate group
2. Good ventilation
3. Well lighted
4. Chalk board
5. Comfortable seating--tables and chairs are good
6. Provide ash trays if smoking is permitted
7. Provide rostrum for adult teachers
8. Provide chair or stool for adult teachers
9. For large rooms or auditorium, equip with P. A. System
10. Keep room cooled or warm
11. Select room with rest rooms near
12. Provide visual aids
13. Refreshments are suitable (colas, coffee, and sweet rolls)
14. Be sure to have a break after about an hour of teaching
15. A banquet at the completion of training is appropriate

PRE-REGISTRATION FORM
(Please mail as soon as possible)

Please enroll me in The Adult Education Course DISPLAY: THE SILENT SALESMAN, beginning September 10.

$8 Fee Enclosed _____ (Check One) Make Checks Payable to:
Will pay at first meeting _____ Jackson City Schools

Name _____ Phone _____
Address _____
Company _____ Phone _____
Position _____
Information I would like to receive from this course _____

I would be interested in taking future courses in the following areas:

PICTURE OF INSTRUCTOR

INSTRUCTOR
Mr. William P. Raines

Mr. Raines is widely known in the marketing field. He holds an A.B. and M.A. degree in Marketing and Retailing from The University of Tennessee.

Mr. Raines is currently employed as Vice President in charge of sales promotion at Holand's Department Store. He is past president of The Sales, Marketing, and Executives Club and is president of the local Rotary Club.

PRESENTING

D I S P L A Y !

T H E

S I L E N T

S A L E S M A N

September 10 - October 10

Sponsored
By
Distributive Education
Jackson City Schools

Co-Sponsored
BY
Downtown Merchants Association
Old Hickory Mall Merchants Assn.
Jackson Plaza Merchants Assn.

"A PROGRAM IN CONTINUING ADULT EDUCATION"

DISPLAY!
THE SILENT SALESMAN

A course in the fundamentals of display, especially designed for persons engaged in display work in retail stores.

TIME
7-9 p.m.
Each Tuesday and Thursday
September 10 - October 10

PLACE
Training Room
Penney's Department Store
Old Hickory Mall
Shopping Center

COST
$8 per person
payable with pre-registration
or payable at first meeting

ENROLLMENT
Pre-Registration begins
September 27

Due to limited facilities
the class size may be limited

TOPICS TO BE COVERED

Display and Sales

How to Create a Display

Color

Line and Design

Window Display

Interior Display

Evaluating Displays

New Ideas in Display

Ideas for Christmas Displays

For Further Information
Write or Call

Steve Denton
Jackson High School
Phone 424-2200

Stamp
me
Here

Mr. Steve Denton
Jackson High School
Jackson, Tennessee 38301

PUBLICITY - DISPLAY

A. NEWSPAPERS

1. First article announcing the course
2. Follow-up articles to include information on the instructor, course content, and reminders

B. RADIO

1. Spots on three stations
   a. 7 - 9:15 a.m.
   b. 5 - 10 p.m.

2. Appearances
   a. WILS RADIO - "Breakfast at Georgia's" - 8:15 a.m.
   b. WDXI RADIO - "Comment" - taped in advance

C. TELEVISION

1. WDXI TV - "Big J Today" - 7:30 a.m.

D. OTHER

1. Talks with business and service organizations
2. Brochures
3. Talks with store managers and employees
4. Stores to include announcements in their newspaper, radio, and TV advertising

TO: WDXI Radio
SUBJECT: Adult Education
FROM: Steve Jones
Jackson High School
August 25, 1968

NEWS RELEASE
Radio Spot

Applications are now being accepted for enrollment in the new Adult Education Course "Display! The Silent Salesman." The course is offered to employees of retail stores either working in display or desiring to work in display.

The five-week course begins September 10 and is to be held at Penney's Department Store, Old Hickory Mall, in the training room. Meeting time is 7-9 p.m. each Tuesday and Thursday night. Certificates will be awarded to those completing the course.

Mr. William P. Raines, Vice President in charge of Sales Promotion, Hollands Department Store, will be the instructor. The registration fee is $8 per person to cover cost of materials.

Persons desiring further information should write or call:

Steve Denton
Jackson High School
Phone 424-2200

EVALUATION

So that the Adult Education Program can better serve you and the community, we are asking each student to fill out the following evaluation form. Please fill out frankly and completely.
NO NAMES PLEASE.

Name of Course _____

1. What did you like most about this course?

2. What did you like least?

3. What information has been most useful to you in your job?

4. Did you get out of this course what you expected to get?

_____Yes _____No. Explain.

5. How did you learn of this course?

_____Radio	_____Newspaper	_____Word of mouth
_____TV	_____Brochure	_____Other

6. Would you be interested in other adult courses? _____Yes _____No
If yes, please list.

7. How can the adult program be changed to better fit your needs?

CONTINUING EDUCATION

Two Year Program of Marketing and Distribution Technology

What is Marketing?

Marketing is the distribution phase of the American economy. It involves all of the activities necessary to distribute effectively and profitably to consumers the goods and services which are produced under the free enterprise system.

Marketing, or Mid-Management, on the college level, is education for those seeking careers in such various business establishments as retailing, wholesaling, industrial selling, specialty selling, and the service occupations. Marketing occupations are those followed by proprietors, managers or employees engaged in the marketing and merchandising of goods and services to the public.

Over half of the gainfully employed people in the United States are engaged in marketing occupations. One out of every four of the employed citizens in Tennessee is in this area of our economy.

For What Kinds of Positions Would You Be Prepared?

The field of marketing offers a vast opportunity for young adults. The many phases of distribution call for highly qualified persons to perform the functions of marketing so essential in moving goods and services from the agriculture and/or industrial producer to the consumer.

A career in marketing offers many natural stepping-stones from a good job to a better one. One out of every eleven persons employed in marketing holds an executive position or is a proprietor.

Could You Continue Your Collegiate Education Beyond Two Years?

The two-year marketing program is looked upon primarily as a terminal program. It is anticipated that the majority of the two-year graduates will start their careers in distribution upon graduation. Some of these graduates might immediately or eventually desire to continue for a four-year degree, either in marketing or business administration at a four-year institution. They may decide that they want to become high school teacher-coordinators of distributive education; therefore, they could transfer most of the credits to a four-year institution that offers a Distributive Teacher Education Program.

What is the Cooperative Phase of the Program?

The marketing and distribution technology phase of the program is a combination of classroom work and practical business experience. During six quarters of his program, he will be in classroom work and one quarter in on-the-job training, employed full time in a marketing occupation. This means that six quarters of classroom work and five quarters of full time employment are required in the terminal program, or in another phase of the program, it would require six quarters of classroom instruction and two to three quarters of work experience.

The student's internship assignment during the cooperative training period is an integral part of his total educational experience while attending college. The internship assignment is planned to provide a breath of experiences mutually agreed upon by the coordinator of the program and the employer.

The internship is intended to provide supervisory experience for students which will better prepare them for trainee or mid-management positions upon graduation.

During the classroom work periods, in order to prepare the two-year marketing students for their internship assignments, a series of occupation research courses are taken, and seminar field trips are taken. The student will also have the opportunity to hear top management personnel explain the opportunities, requirements, and challenges of a career in marketing.

What Will Be the Opportunities to Participate in College Life?

The student will not only be eligible, but will be encouraged to participate in the activities of college life--athletics, clubs, socials and the other usual campus activities. The Marketing Club will be available to provide professional, social and civic programs for the two-year marketing students as will the collegiate division of the Distributive Education Clubs of America.

COURSE REQUIREMENTS

FIRST QUARTER

Communications I
Marketing I
Business Math
Public Relations
Salesmanship
Occupational Research I

SECOND QUARTER

Communications II
Psychology I
Retailing I
Marketing II
Credit, Policy & Procedures
Occupational Research II

THIRD QUARTER

Communications III
Credit Management
Business Management & Organization
Introduction to EDP
Occupational Research III
Elective

FOURTH QUARTER

Accounting I
Principles of Economics
Advertising I
Human Relations in Management
*Elective
Marketing Research I

FIFTH QUARTER

Accounting II
Personnel Management
Transportation
Business Law I
*Elective
Marketing Research II

SIXTH QUARTER

Accounting III
Economics of Distribution
Wholesaling
Business Management
*Elective
Marketing Research III

*Electives can be: Retailing II
Advertising II
Economics II or III

SUMMARY

Adult education under the distributive education program is instruction given to those persons who are already employed in a distributive occupation or who express a desire to enter this particular field. The objective of the adult student should be to increase his knowledge, skill, and ability to work with and serve people.

The adult phase of a complete distributive education program is often easily overlooked. Adult education is gaining in popularity as the availability of this type of training becomes known. Paralleling the high school program, the adult classes must also be well organized with careful preparation of semester and yearly plans. Special attention must be given in the use of area specialists to conduct classes and further developing local instructors. Two major concerns of the adult program are a suitable method to finance the program and a means of evaluating the program to determine how effectively it is meeting the needs of the community.

Continuing education in distributive education is a growing field of which teacher-coordinators must be aware. Marketing and distribution technology must be exposed to students desiring to further their education.

X. EVALUATION AND FOLLOW-UP

Each program should have a written statement of objectives which reveals the major emphasis of that particular program. The suggested evaluation devices will have to be used in relation to the aims and objectives of each program; and therefore, the degree to which each suggested question is met will depend on local conditions. The fundamental of evaluation is to find an answer to the question, "How are we doing?"

There are three major areas of evaluation; namely, (1) evaluation of present students, (2) follow-up of former students, and (3) evaluative criteria for the D. E. program.

Evaluation of Present Students

To evaluate students enrolled in D. E., the coordinator might use both the Employer's Rating Report and the Student Weekly Progress Report. He will also find that visiting the student at home and on the job is necessary in order to evaluate the student properly.

Visiting the student's place of employment is equally important in evaluating the student. Here the teacher-coordinator can learn the general habits of the student, the manner in which the student does his work, and the student's enthusiasm and confidence. Also, the coordinator can discover whether or not the student fits the job and whether or not he is appropriately dressed.

By combining all three methods, the teacher-coordinator can get an over-all view of the student and how well he is performing.

Follow-Up of Former Students

A distributive education program should make every practical effort to follow-up its former students. Although such a follow-up is obviously difficult to conduct, it can yield much valuable information.

In following up former students, a high school may employ a questionnaire that calls for information about educational institutions which the former student entered, curriculum pursued, grades received, degrees earned, positions held, and membership in organizations.

The follow-up of former students serves as an important technique for evaluating the school's distributive education department. The merit of the program may be determined by the success of the students who have left the program. In such a follow-up study, former students may be asked to submit reports indicating their success or failures and giving their opinions of the school's distributive education department.

To gather the information concerning D. E. graduates, a coordinator may use questionnaires filled out by former students, letters to and from them, telephone conversations with them, visits to their place of employment, interviews with their employers, or contacts with other persons or organizations who know these former students. Of all follow-up techniques, the questionnaire is probably the most practical and the most popular. An example of a questionnaire is found on page 38.

An annual report to the State Department of Education of former D. E. students is required. An example of this report is also found at the end of this section.

QUESTIONS ABOUT FOLLOW-UP

1. Does the classroom have adequate working space, approximately 25 to 35 square feet of floor space per student?
2. Does the classroom have a variety of typical store facilities, storage facilities, individual tables and chairs for various classroom activities, and a conference corner?
3. Does the coordinator keep a record of those who graduate from the program?
4. Is there an organized system of the follow-up of each former student by means of an annual questionnaire or interview with each former student?
5. Is there an effort made to adjust the distributive program on the basis of the findings from the follow-up activities?
6. Are follow-up studies recorded and reported to the school administration and the advisory committee?

Objectives and Evaluative Criteria for D. E. Program

The objectives of distributive education as agreed upon at the 1949 Atlantic City Convention of the American Vocational Association, Distributive Education Division are as follows:

1. To promote high standards of operation in the distribution of goods and services through the improvement of marketing and merchandising practices throughout the distributive field.

2. To assist in the reduction of the costs of distribution through increasing the efficiency of distributive workers.

3. To aid the buying public through better services to consumers.

4. To develop balanced, comprehensive training programs to serve all fields of distribution.

5. To aid distributive owners and managers to conduct their business operations efficiently for the benefit of the consumer, employer, and employee.

6. To assist persons already in a distributive occupation to do a better job.

7. To prepare employees in distributive occupations to take advantage of opportunities for advancement.

8. To prepare qualified young men and women for the distributive jobs of today and the business leadership of tomorrow.

9. To aim for a better understanding of the mutual problems of consumer, employer, and employee.

10. To develop a closer working relationship between the schools are the business community.

A special evaluation instrument for distributive education is used by all regional accrediting associations. It is form D-5 of the Evaluative Criteria for Secondary Schools (1969 Edition) published by the National Commission on Accreditation. Factors to be considered in evaluating the program may also be broken down the following way--administration, selection and placement, instruction, physical facilities, follow-up, and public relations. Some suggested forms follow to be used in evaluation.

DE-C6

PROGRESS RATING OF THE STUDENT ON THE JOB

Student's Name _____ Training Station _____ School _____

Rating Key: E—Excellent: G—Good S—Satisfactory; U—Unsatisfactory	Student Rating 1	2	3	4	5	6	
ATTENDANCE AND PUNCTUALITY							
GENERAL ATTITUDE—Toward the job, superiors, other employees, the public, criticism							
SELLING EFFICIENCY—Product knowledge, suggestion selling, customer relations							
QUALITY OF WORK—Accuracy, orderliness, thoroughness							
EFFECTIVE USE OF TIME							
PERSONAL APPEARANCE							
ABILITY TO FOLLOW INSTRUCTIONS							
ABILITY TO ASSUME RESPONSIBILITY							
INITIATIVE							

REMARKS: The training sponsor is urged to make comments on the progress of the student on the reverse side of this page.

(OVER)

_____
Teacher-Coordinator

Your suggestions for improvement will be helpful to the teacher-coordinator in counseling the student for better job performance.

COMMENTS:

DATE:

Rated by:

Rated by:

Rated by:

Rated by:

Rated by:

Rated by:

STUDENT WEEKLY PROGRESS REPORT

Name _____ Week of _____to_____

Number of days worked this week _____
Total hours worked this week _____

What new jobs did you learn this week:

What phases of your work did you enjoy the most this week:

What helpful instructions did you receive that enabled you to do better on the job:

What job activity did you have this week in which you feel you could do better the next time it becomes your responsibility?

What remarks were made to you this week that caused you to feel that you were performing acceptably on the job:

Cite some interesting incident that happened in your place of business during the week? (Does not have to involve you.)

Do you have any information pertinent to your place of employment, or your job, that may be of importance to your coordination at this time:

What classroom instruction or activity this past week was the most helpful, meaningful, or interesting:

DEPARTMENT OF DISTRIBUTIVE EDUCATION

STUDENTS' WEEKLY PRODUCTION RECORD

Student _____ Store _____

Week of _____ To _____

	Depart. Worked	Work Done	No. Hrs. Worked	Hourly Wages	Gross Earnings	Amt. Sold
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
TOTALS						

GLOSSARY

Distributive Education - A vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions. As a vocational program, it offers instruction in marketing, merchandising, related management and personal development.

Distributive Occupations - Occupations followed by persons engaged primarily in the marketing or merchandising of goods and services, at both management and nonmanagement levels.

Teacher-Coordinator - A member of the local school staff who teaches distributive and related subject matter to students preparing for employment and coordinates classroom instruction with on-the-job training or with occupationally oriented learning activities of students. Is responsible for the distributive education program in the school. Responsibilities for adult distributive education may vary.

Cooperative Plan - An organizational pattern of instruction which involves regularly scheduled part-time employment and which gives students an opportunity to apply classroom learnings in practice. Enables students to develop occupational competencies through training on jobs related to their occupational interests.

Project Plan - An organizational pattern of instruction which involves a series of selected learning activities or projects related to the field of marketing, merchandising and management and to the student's occupational interests.

Preparatory Instruction - Instruction which prepares youth or adults for entry and advancement in a distributive occupation or in an occupation requiring distributive competencies. May be under the project plan or part of the cooperative plan.

Supplementary Instruction - Instruction for distributive workers wishing to refresh, update, or upgrade competencies needed in their distributive employment. Usually provided on a part-time basis.

Coordination - The process of organizing, developing, and maintaining effective relationships among all groups involved in the distributive education program to the end that the student receives the best possible preparation for a career in distribution.

Cooperative Method - A means by which an organized sequence of on-the-job learning experiences enabling each student to develop competencies related to his occupational interest is correlated with classroom instruction.

Participating Experiences - Learning experiences with focus on activities of distributive occupations and decision-making situations in distribution.

Project - A combination of organized classroom and community learning activities related to an individual's occupational interests. Length of completion time depends upon the ability of the individual learner.

Occupational Objective - A current career goal, selected by the student, the preparation for which is the purpose for his vocational instruction in distribution and marketing.

Distributive Education Clubs of America - Youth organization providing a program of activities which complements and enriches distributive curriculums.

Advisory Committee - Group of persons representative of both the school and the business community which gives recommendations that may be used for the development and improvement of the distributive education program. School representatives are ex-officio members.

Training Sponsor - Person in a distributive organization designated to be responsible for training and supervising the DE student on his job. Works directly with the DE coordinator.

Training Station - Place of employment where the DE student receives on-the-job training and supervision by his employer and/or training sponsor.